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ABSTRACT

The guidelines define procedures outlined by state (Kansas) and federal laws and regulations concerning the identification of students with specific learning disabilities. The first chapter gives the Kansas definition of a learning disability and then outlines the identification process. Chapter 2 provides guidelines for carrying out preassessment. Chapter 3 gives procedures for documenting the exclusionary factors which must be ruled out prior to identification as learning disabled. Chapter 4 offers general criteria for test selection and specific criteria for figuring a student's aptitude when determining whether or not a severe discrepancy exists. Chapter 5 describes the eight achievement areas in which a discrepancy may be established and lists tests appropriate for each. Chapter 6 provides step-by-step procedures for establishing whether or not a severe discrepancy exists. Finally, chapter 7 gives some guidelines for providing/obtaining career education, vocational education, and vocational rehabilitation services. Nine appendixes provide information on: regressed standard scores, standard score conversions from percentile ranks, criterion values for standard error of difference, median age by grade, technical data for the Kansas discrepancy procedures, and Kansas monitoring standards for specific learning disabilities. (DB)

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Kansas Guidelines For Identifying Children and Youth With Specific Learning Disabilities

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Kansas State Education Building
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Special Education Administration

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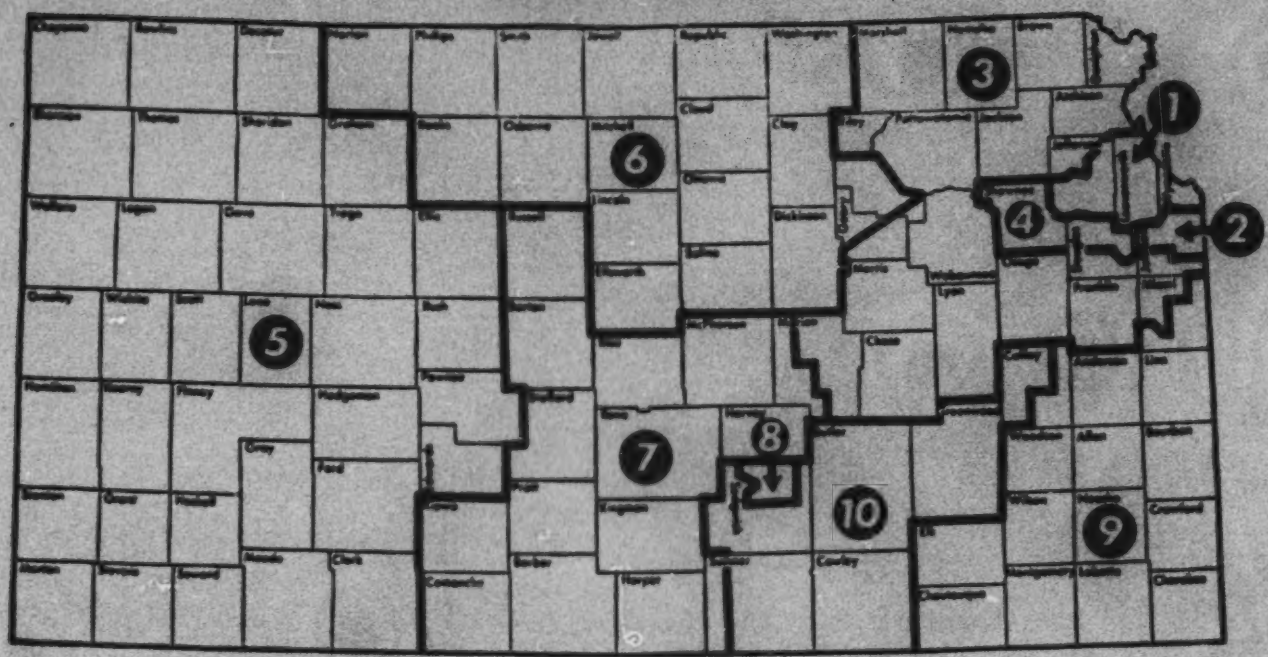

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Guidelines For Identifying Children and Youth With Specific Learning Disabilities

Kansas State Department of Education
Lee Droegemueller, Commissioner
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Reprinted 1988

TABLE OF CONTENTS

		Page
Introduction and Acknowledgements		i
Introduction and Acknowledgements from Field Test Copy.		viii
CHAPTER ONE:	Definition/Criteria for Identification of Learning Disabled.	I-1
CHAPTER TWO:	Preassessment Documentation of an Appropriate Regular Education Environment	II-1
CHAPTER THREE:	Important Factors in Determining Eligibility.	III-1
CHAPTER FOUR:	Measuring Aptitude.	IV-1
CHAPTER FIVE:	Measuring Achievement for Evaluation and Programming.	V-1
CHAPTER SIX:	Procedures for Establishing a Significant Discrepancy	VI-1
CHAPTER SEVEN:	Career Education, Vocational Education and Vocational Rehabilitation	VII-1

APPENDIX A	REGRESSED STANDARD SCORE TABLES
APPENDIX B	STANDARD SCORE CONVERSIONS FROM PERCENTILE RANKS
APPENDIX C	CRITERION VALUES FOR STANDARD ERROR OF DIFFERENCE
APPENDIX D	MEDIAN AGE BY GRADE
APPENDIX E	WISC-R FACTOR SCORES
APPENDIX F	CONVERSION TABLES FOR SD 16 to SD 15
APPENDIX G	TECHNICAL DATA FOR THE KANSAS DISCREPANCY PROCEDURES
APPENDIX H	STANDARD SCORE EQUIVALENTS FOR THE WOODCOCK-JOHNSON PSYCHO-EDUCATIONAL BATTERY
APPENDIX I	KANSAS MONITORING STANDARDS FOR SPECIFIC LEARNING DISABILITIES SERVICES

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INTRODUCTION AND ACKNOWLEDGEMENTS

This document was developed for the purpose of providing guidelines for those professionals involved in identifying students with specific learning disabilities. The guidelines further define the procedures outlined by State and Federal laws and regulations. They represent five years of research, study, and development by professional and advocate groups and can be expected to provide the foundation for identification procedures for the foreseeable future. However, as the state of knowledge concerning learning disabilities is dynamic, minor modifications/updates can be expected from time to time. For example, new tests may need to be added to those already tabled. For this reason, the guidelines have been organized into a modular format.

The first chapter gives the Kansas definition of a learning disability and then outlines the identification process. Chapter two provides guidelines for carrying out preassessment. Chapter three provides procedures for documenting the exclusionary factors which must be ruled out before a student can be identified as learning disabled. Chapter four provides some general criteria for test selection and the specific criteria for figuring a student's aptitude (IQ) when determining whether or not a severe discrepancy exists. Chapter five describes the eight achievement areas in which a discrepancy may be established and gives tests appropriate for determining the discrepancy. In addition, tests which may be useful in assessing academic functioning for program development are given. Chapter six provides the step-by-step procedures to be followed in establishing whether or not a severe discrepancy exists. In addition, potential problems are identified and procedures given for avoiding them. Finally, chapter seven gives some guidelines for providing/obtaining career education, vocational education and vocational rehabilitation services.

The impetus for development of these guidelines came from the Kansas Legislative Special Committee on Education. In 1981, they requested a review of the criteria for identifying children as learning disabled to determine if modifications were necessary to assure that only pupils who truly were learning disabled were so classified. During the 1981-82 school year, the Kansas Task Force on Learning Disabilities was brought into being to carry out the request of the Legislative Committee. During that year, the Task Force studied the problem, answered in the affirmative the legislative committee's question, and established the framework for the current guidelines. During the spring and summer of 1982, Dr. Gordon Alley at the University of Kansas carried out a brief study to evaluate the potential impact of specific components of the proposed guidelines. With this additional information, the field test version of the guidelines was written during the 1982-83 school year.

During the 1983-84 school year, the field test version was disseminated to local education agencies. Because the full impact of the new identification criteria was not known, an extensive evaluation study involving approximately 6,000 students was carried out during the 1983-84 school year by the University of Kansas Institute for Research in Learning Disabilities, and the Lawrence School District. During the 1984-85 school year, the data was analyzed and a written report prepared. The Task Force met again in September of 1985 to consider the data from the study as well as other issues that had come to the

forefront. The Task Force made a number of recommendations for modifications in the guidelines as well as for the establishment of special committees to study several technical problems. These committees were formed and met during the 1985-86 school year. The recommendations of the Task Force and special committees are the basis of these revised guidelines.

Over the past five years, numerous individuals have contributed their time and expertise to the development of these guidelines. Previous contributers are identified in the Introduction and Acknowledgement of the field test copy of the guidelines (which has been retained). The following were members of the second task force, the special committees and research team that carried out the evaluation study; much appreciation is owed to these volunteers.

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In addition to the above groups, many others have contributed to the revision of the Guidelines.

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Special appreciation is due the staff of the Department of Education's Word Processing Center and Dora Trower for proofing the draft and managing its preparation for dissemination.

Finally, in dedication, to Gordon R. Alley for his leadership and inspiration to all who serve those with learning disabilities.

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February 27, 1987

INTRODUCTION AND ACKNOWLEDGEMENTS
FROM THE FIELD TEST COPY

This document provides guidelines for those professionals involved in identifying students with specific learning disabilities. The guidelines outline procedures for implementing the specific criteria required for identification as learning disabled in Kansas. Because of the need for field research in the use of the specific criteria, these guidelines are presented as a field test copy during the 1983-1984 school year. This will give local education agencies and special education personnel the opportunity for further input before the final draft is issued.

The formulation of the criteria for identification of specific learning disabilities was the product of the Task Force on Learning Disabilities, which met during the 1981-1982 school year. The Task Force was in response to a request by the Kansas Legislative Special Committee on Education. The Legislative Committee requested that a review of the criteria for identifying children as learning disabled be implemented to determine if modifications were necessary to assure that only pupils who truly were learning disabled were so classified. In response, the Task Force established the criteria for identification, as enclosed, and set the framework for the guidelines.

Numerous individuals contributed of their time and expertise in the development of the learning disabilities criteria and guidelines. Recognition and thanks are due to many for their assistance. The Department of Education and the staff of the Special Education Administration section express their appreciation to the following groups and individuals.

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Learning Disability guidelines from the states of Michigan, Iowa and Ohio provided a foundation upon which to build. Within Ohio's guidelines, a chapter entitled "Individual Learning Differences" was especially helpful.

The Institute for Research in Learning Disabilities at the University of Kansas gave prolonged commitment under difficult circumstances. Special thanks go to Gordon Alley, Don Deshler and Sid Cooley.

Gerald Hanna, Norma Dyck, and Michael Holen of Kansas State University were of great assistance with the aptitude - achievement discrepancy model.

A sincere appreciation is extended to the following who were directly responsible for writing the guidelines: Gordon R. Alley, Linda K. Johnson, Jerry L. Keimig, Kathleen A. Hori, Sidney A. Cooley, Victoria L. Beals, Anthony K. VanReusen, and B. Keith Lenz.

Special appreciation is due the staff of the Department's Word Processing Center and Janet Rice who managed the entire guidelines during its many stages of development.

Finally, to Gordon R. Alley for the gift of his tireless assistance, pursuit of the best, and continual optimism. May we in kind return the gift.

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May 13, 1983

Chapter One
Definition/Criteria for Identification of Learning Disabled

CHAPTER ONE

DEFINITION/CRITERIA FOR IDENTIFICATION OF LEARNING DISABLED

This chapter gives the state definition of a learning disability and then outlines the identification process from screening through the final evaluation report. Throughout the chapter the statutory/regulatory basis of the procedures are given. The flow chart, "Special Education Placement Process for LD Students," provides an overview of the process.

HEADING OUTLINE

	Page
Definition	I-1
Introductory Statement	I-1
Special Education Placement Process for LD Students - Flow Chart	I-2
Local Education Agency Responsibilities	I-3
Criteria for Screening	I-3
Preassessment	I-4
Criteria for Evaluation	I-4
Due Process in Preplacement Evaluation Procedures	I-4
Requirements for Evaluation Procedures	I-4
Evaluation Procedures Specific to Learning Disabilities	I-6
Significant Discrepancy Criteria	I-7
Documentation Needed When Discrepancy Not Met	I-7
Multidisciplinary Team Report	I-8
Special Considerations	I-8

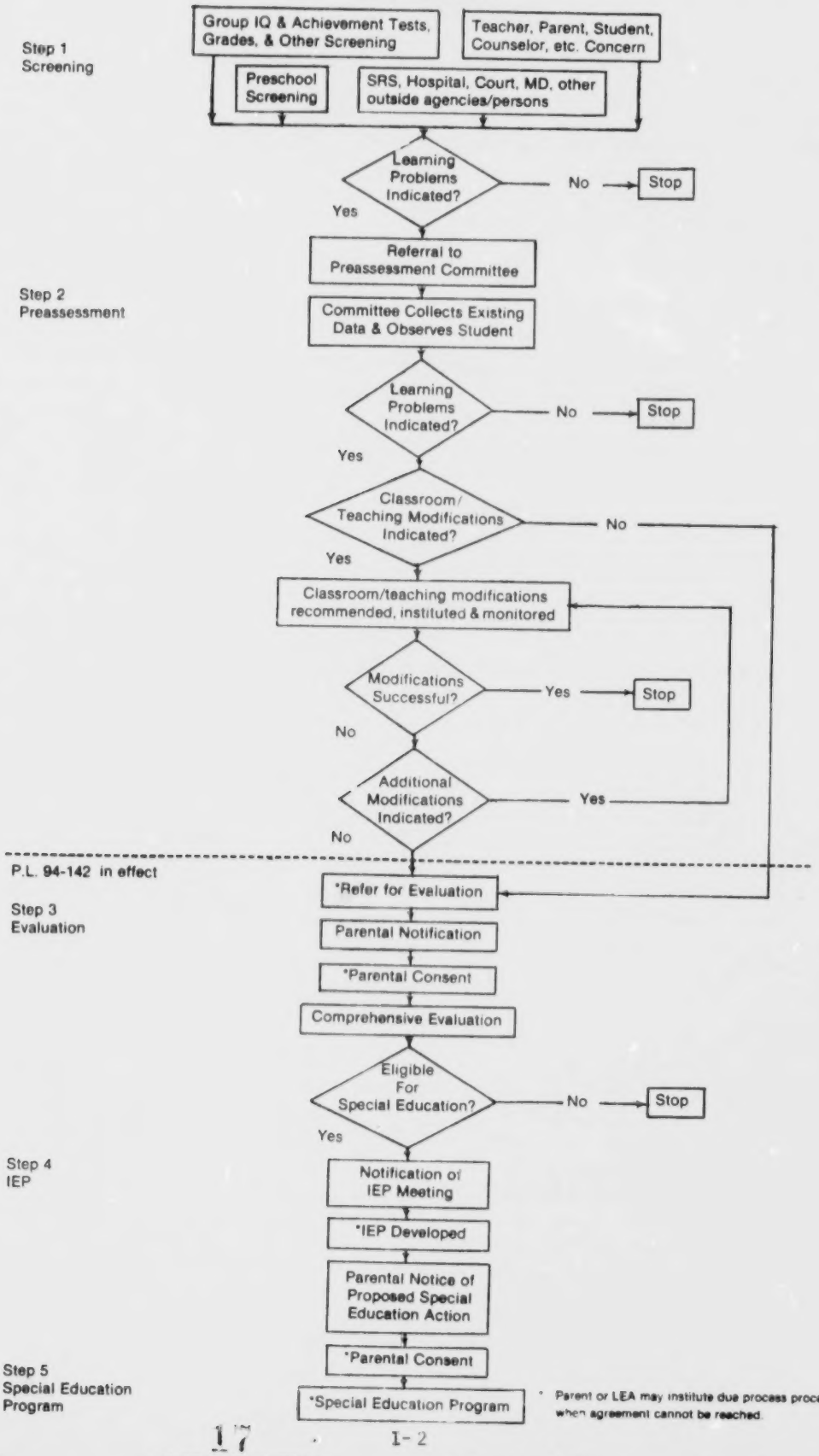
DEFINITION

Specific learning disability as defined by K.A.R. 91-12-22(rr) is "a disorder in the ability to learn effectively with respect to one's own potential when presented with an appropriate regular instructional environment. The inability to learn effectively is manifested as a disorder in the ability to receive, organize, or express information relevant to school functioning, and is demonstrated by a significant discrepancy between aptitude and achievement in one or more of the following areas: Preacademic skills, oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation, and mathematical reasoning. This discrepancy shall not be primarily attributable to vision, hearing, or motor impairments; mental retardation; emotional disabilities; environmental, cultural, or economic disadvantage; or a history of an inconsistent educational program."

INTRODUCTORY STATEMENT

Kansas legislation charges the State Board of Education with responsibility for establishing "criteria for screening, diagnosis and certification of exceptional children including physical, educational, and psychological examinations" (K.S.A. 72-963). The following policies and procedures have been adopted by the State Board of Education in order that all exceptional children in the state may be located, evaluated, identified, and provided appropriate special education programming. These policies and procedures are in compliance with the requirements of the Education of the Handicapped Act as amended by P.L. 93-380 and P.L. 94-142 and Section 504 of the Rehabilitation Act of 1973.

SPECIAL EDUCATION PLACEMENT PROCESS FOR LD STUDENTS



* Parent or LEA may institute due process procedures when agreement cannot be reached.

LOCAL EDUCATION AGENCY RESPONSIBILITIES

To provide appropriate educational programs for all exceptional children, local education agencies are responsible for the following:

1. Systematic screening procedures;
2. Comprehensive and nondiscriminatory evaluation/diagnosis and identification/certification;
3. The development of an individualized education program which ensures placement of the child in an appropriate service model and specifies the objectives, implementation, and evaluation of the child's educational program; and
4. The provision of periodic review and readjustment of the child's program.

CRITERIA FOR SCREENING

Screening is the first step in the identification of exceptional children, but it is not a special education action. Screening procedures consider all children in a given population in order to locate those who may be in need of special education services. Because all children participate in screening activities, prior written parental consent is not required. No child shall be placed in any special education program solely on the basis of screening activities.

K.A.R. 91-12-40(a) requires each local agency to "implement systematic and on-going screening procedures which identify school age children who may require special education services. Screening is the first phase in the identification of exceptional children and shall not be used as a basis for placement or programming." The procedures that must be implemented are as follows:

(A) Mandatory hearing and vision screening;
(B) an age appropriate developmental instrument or procedure designed to identify possible physical, intellectual, social or emotional, language or perceptual deviations; and
(C) any other instruments or procedures needed to supplement the above.

Such instruments/procedures may include the following:

-- teacher and parent referrals or self-referral by students,
-- behavioral checklists,
-- group achievement and/or intelligence tests,
-- adaptive behavior observations,
-- teacher/parent observation, and
-- other techniques developed locally by multidisciplinary efforts.

After screening has been completed, the screening committee shall make the appropriate follow-up necessary for the student. When the child's performance indicates the possibility of the presence of a handicapping condition or giftedness, he/she shall be referred for preassessment.

PREASSESSMENT

K.A.R. 91-12-40(c) requires that "no child enrolled in regular education shall be identified as exceptional until the multidisciplinary team has documented the following":

(1) That the child has been presented with learning experiences which are appropriate for the child's age and ability levels; and
(2) that the child's potential for learning has not been achieved in that regular education environment.

Preassessment is the first phase in determining whether the educational needs of a student can be met within the regular classroom. Preassessment also provides support and assistance to regular classroom teachers so that they may deal effectively with students who exhibit learning and/or behavior differences. Preassessment is intended for all students who exhibit differences, including those with possible language or speech impairments and those who may have superior intellectual abilities. After the preassessment committee has determined that a student who has been presented with appropriate learning experiences cannot achieve his/her potential for learning in the regular education environment, they may refer the student for a comprehensive evaluation. (See the chapter, "Preassessment Documentation of an Appropriate Regular Education Environment," for details regarding preassessment.)

CRITERIA FOR EVALUATION

DUE PROCESS IN PREPLACEMENT EVALUATION PROCEDURES

The evaluation which is conducted to determine eligibility for special education and to provide the basis for developing an individualized education program is a special education action. K.A.R. 91-12-40 requires the initiation of a comprehensive individual evaluation whenever screening, referral, or lack of progress indicates that a child may be exceptional as defined by K.S.A. 72-962. The preplacement evaluation may not be initiated without affording the child and the child's parents due process. Due process also is afforded the child and his/her parents if the school denies their request for a comprehensive evaluation. Prior written notification of the school's proposed action and proper steps to obtain parental consent to that action is required. No child may be placed in special education prior to the completion of a comprehensive evaluation (K.A.R. 91-12-40(d)).

REQUIREMENTS FOR EVALUATION PROCEDURES

It is the intent of State and Federal law to ensure that children are not misclassified as exceptional because of inappropriate selection, administration, or interpretation of evaluation materials. Toward that end, any preplacement evaluation and any subsequent re-evaluation shall meet the following requirements of K.A.R. 91-12-40(d)):

(1) All evaluation procedures shall be nondiscriminatory as prescribed in K.S.A. 72-963.
(A) When any child is from a home in which English is not the principal language, the local education agency shall determine the language best understood by the child. The comprehensive evaluation or access to special education services shall not be postponed solely because that child cannot communicate effectively in English.

If the child's preferred language is not English, the school may do the following:

-- Use a qualified evaluator fluent in both the child's primary language and in English. This is the preferred alternative and shall be the alternative used unless the local education agency can demonstrate that use of this alternative was clearly not feasible.
-- Use an interpreter to assist the evaluator and child with language and testing.
-- Select test instruments which lessen cultural factors and do not stress spoken language.

If a delay occurs while the local education agency locates appropriate test instruments or interpreters, a diagnostic prescriptive educational program may be implemented. However, any postponement of a comprehensive evaluation or access to special education services is to be strictly limited.

(B) If any child has sensory, motor, or speaking impairments, tests shall assess whatever factor the test purports to measure rather than reflect that child's impaired communication skills.

The following suggestions are for evaluating children with communication impairments:

-- Non-language performance scales standardized on or adapted for the area of exceptionality involved;
-- Visual communication techniques in place of, or in addition to, auditory techniques;
-- Auditory communication techniques in addition to large print or transcribed braille tests; and
-- An aide who is skilled in finger signing or total communication to assist the evaluator.

(2) The comprehensive evaluation shall be multidisciplinary and multisourced. No child shall be placed in special education on the basis of a single evaluation procedure, instrument or measure.

The evaluation must be based upon a variety of assessment procedures appropriate to the exceptionality manifested. (See each program area section.) The intensity and type of evaluation shall be determined by the nature of the child's strengths and weaknesses. A child may not be placed in special education on the basis of a single measure nor on the basis of tests normed as group tests. In all cases, consideration shall be given to the following:

-- the child's developmental, psychological, social, and educational functioning;
-- his/her physical health or sensory impairment which may influence learning; and
-- the classroom and school learning climate.

Informal measures may be used to obtain information about the child's current level of functioning. Input from parents and other appropriate nonschool personnel are to be included to obtain a comprehensive view of the child.

(3) If any child is suspected of having specific learning disabilities, the provisions of K.A.R. 91-12-58 shall be followed.

(4) Any test or other evaluation material used as a part of any comprehensive evaluation shall have been validated for the specific purpose for which the test or other material is used and shall be administered in conformance with the instructions provided by the producer of the test or material.

(5) Any test used as a part of any comprehensive evaluation shall be administered by a professional holding current certification or licensure to administer and interpret that test. Public school psychological evaluations shall be carried out only by an approved school psychologist certified by the Kansas state department of education or by an appropriately trained psychologist certified by the Kansas behavioral sciences regulatory board and reported to the Kansas state department of education.

When practicum students are in training, evaluations carried out by these students may be used for placement decisions if reviewed and signed by the supervising professional. Responsibility for the validity and reliability of any test results obtained by students and used to make placement decisions lies with the supervising professional.

(6) The special education administrator of each local education agency shall certify that each child eligible for special education placement has had an appropriate and complete evaluation. For children who have a speech impairment as their only apparent exceptionality, a qualified speech and language clinician shall evaluate those children using procedures that are appropriate for the diagnosis and appraisal of speech and language disorders. The speech and language clinician shall verify the absence of learning or behavioral problems through examination of the child's records or conferences with parents and teachers, or both. If referral for an additional evaluation by other professionals is not indicated, the comprehensive examination may then be considered to be complete.

(7) After any child has been assessed in all areas related to a suspected disability, that child's evaluation team shall meet to determine whether the evaluation results indicate that the child needs special education services. The child's parents shall have the opportunity to attend this meeting or to have their opinions expressed by a member of the team. If an evaluation team recommends a child for special education services, the evaluation results shall be made available for use in developing the individualized education program. In no case shall the decision to place a child in special education be made solely by one person, even though this person may have considered the data collected by all members of the evaluation team.

(8) Each comprehensive evaluation shall be completed as soon as possible following the referral. (K.A.R. 91-12-40(d))

EVALUATION PROCEDURES SPECIFIC TO LEARNING DISABILITIES

In addition to the above generic evaluation requirements, K.A.R. 91-12-58 calls for the following procedures for identifying learning disabled children:

1. If a specific learning disability is suspected, a teacher endorsed by the state board to teach learning disabled children shall be included on the multidisciplinary team. Each child's regular teacher or a regular teacher qualified to teach a child of that age also shall be included on the evaluation team.

2. Any child whose intellectual functioning is more than two standard deviations below the mean of the standardized, individual test of intellectual functioning administered to the child shall not be identified as learning disabled. A total or full-scale score shall be used in applying the intellectual criterion. If the measured intellectual functioning of a child does not meet this criterion, but the results of the test are suspect and the child's level of intellectual functioning is believed to be within the stated criterion, the individual responsible for assessing intellectual functioning shall state in writing the specific data which support that supposition.
   NOTE: Slow learning students whose ability level ranges between 70-85 IQ and who are working commensurate with their ability level are not considered for identification as learning disabled.
3. At least one evaluation team member, other than the child's regular teacher, shall observe the child's academic performance in the regular classroom setting. In the case of a preschool age or out-of-school child, the observation shall be made in an age-appropriate environment. Observations concerning the child's behavior and learning shall be recorded. The individual responsible for the observation shall be trained to use observation as a diagnostic procedure.

SIGNIFICANT DISCREPANCY CRITERIA

The criteria for determining the existence of a significant discrepancy between intellectual ability and measured achievement is outlined in K.A.R. 91-12-58(a)(4).

A systematic method which includes use of a standard score comparison must be used. The achievement and intellectual functioning scores are converted to standard scores with a mean of 100 and a standard deviation of 15.

Two acceptable methods for establishing that a discrepancy exists have been adopted through K.A.R. 91-12-58(a)(4):

(A) The regression formula for predicting the discrepancy between aptitude and achievement...shall be used to determine whether a significant discrepancy exists.
(B) The simple standard score difference between aptitude and achievement... shall be used to determine whether a significant discrepancy exists if the technical data necessary to account for the effects of regression are not available. (See the Chapter "Procedures for Establishing a Significant Discrepancy" for further details.)

DOCUMENTATION NEEDED WHEN DISCREPANCY NOT MET

K.A.R. 91-12-58(a)(5) states that "In cases where significant discrepancy criteria have not been met, but the multidisciplinary team believes there is a significant discrepancy, the team shall state, in writing, the assessment procedures used, the assessment results, the criteria applied to judge the importance of any difference between expected and current achievement, and its reasons for believing that a severe discrepancy is present that is not correctable without the provision of special education."

MULTIDISCIPLINARY TEAM REPORT

As prescribed in K.A.R. 91-12-58(a)(6), "the multidisciplinary team shall prepare a written report of the results of each evaluation which shall include the following":

(A) Whether the child has been provided with learning experiences in an environment which is appropriate for the child's age and ability levels, and a statement that the child has failed to learn in that environment;
(B) whether the child has a specific learning disability as evidenced by a significant discrepancy between achievement and aptitude which is not correctable without special education and related services;
(C) the relevant behavior noted during the observation of the child;
(D) the relationship of that behavior to the child's academic functioning;
(E) the determination of the team concerning the effects of environmental, cultural, or economic disadvantage; and
(F) any educationally-relevant medical findings.

A neurological and/or medical examination is not required for identification as learning disabled. However, the evaluation team may deem a medical examination critical as part of the comprehensive evaluation of the student.

In (B) above, it is recommended that the discrepancy formula used and the results of the discrepancy calculations be noted.

K.A.R. 91-12-58(a)(6)(G) states that "each evaluation team member shall certify, in writing, whether the report reflects that member's conclusions. If it does not, the team member shall submit a separate, written statement presenting the member's conclusions. This statement shall be included in the team report."

SPECIAL CONSIDERATIONS

The degree of the achievement-intellectual functioning discrepancy may decrease as a pupil receives special education, progresses academically, and maintains that progress. Consideration of these factors needs to be used to determine a pupil's movement along the continuum of special and regular education options and in targeting appropriate transfer from a special education instructional program. A pupil who attains an achievement level commensurate with the expected performance, given current grade level placement and intellectual functioning, and is able to maintain satisfactory educational performance in the regular classroom program shall be transferred from the special education instructional program. It is recommended that a trial placement in the regular classroom program of not more than one semester, without the provision of direct instruction from the special education teacher, should be provided a pupil prior to transfer from the special education instructional program.

The specialized instruction required for learning disabled students may be of value to other students, but the population to be served with special education funds does not include students with learning problems which are the result of poor instruction, economic deprivation or cultural differences, unless these students also have been identified as learning disabled.

Chapter Two
Preassessment Documentation of an Appropriate Regular Education Environment

CHAPTER TWO

PREASSESSMENT DOCUMENTATION OF AN APPROPRIATE REGULAR EDUCATION ENVIRONMENT

This chapter provides guidelines for establishing whether or not a student who has exhibited learning problems can succeed when appropriate regular education experiences are provided. The rationale and the purpose of preassessment are explained first. Following these two statements preassessment committee membership options are explained. The fourth section provides a sequential description of the preassessment process with numerous examples. The final three sections discuss the importance of documenting preassessment, delineate the role of special education in preassessment and clarify when the identification process reaches the domain of special education and its due process requirements. At the end of this chapter a number of sample preassessment documentation forms used by various local education agencies (LEAs) are provided.

HEADING OUTLINE

Rationale II-1
Purpose II-1
Preassessment Committee Membership II-2
Preassessment Activities II-3
  Parent Concerns II-3
  Teacher Diagnosis II-3
  Referral to Preassessment Committee..... II-4
  Actions of a Preassessment Committee..... II-5
  Observation II-6
  Review II-6
Documentation II-6
Role of Special Education II-6
Parent Notification and Due Process II-7
Sample Preassessment Documentation Forms II-7

RATIONALE

The majority of students in public schools experience little difficulty in mastering the academic, social, and behavioral skills necessary for success. There are, however, students in school who encounter varying degrees of frustration and failure. In order to benefit from instruction these students may require modifications in instructional methodology, curriculum, or behavior management strategies. The amount of modification will vary according to the needs of a student. This section on preassessment provides a multidisciplinary approach to the study of students' educational needs.

PURPOSE

The purpose of preassessment (precomprehensive evaluation) is to provide support and assistance to regular classroom teachers so that they may deal effectively with students who exhibit learning or behavior difficulties for which their usual approaches have proven unsuccessful. In some cases, this intervention process will allow a student to remain in a regular education program. In other cases, referral for a comprehensive evaluation may be necessary after preassessment if there is reasonable evidence that a student is

exceptional and in need of special education services. The purpose of preassessment is not to identify a student as exceptional nor to determine which categorical area may fit a student's needs. Preassessment takes place prior to any special education action.

K.A.R. 91-12-40(c) requires documentation of the following before a child is identified as an exceptional student:

1) That the child has been presented with learning experiences which are appropriate for the child's age and ability levels; and

2) that the child's potential for learning has not been achieved in that regular education environment.

The concept of preassessment is not new and should not be viewed as a process which requires additional staff. Many Kansas schools already use "building level" committees in which a variety of professionals work together to assist a classroom teacher. When necessary, the committee refers children for possible special education services. General educators should provide the preassessment documentation since the preassessment process occurs prior to or regardless of a special education action.

PREASSESSMENT COMMITTEE MEMBERSHIP

The organizational structure of a preassessment committee may vary. A school district may opt for a building level team, while others may organize district wide committees. Whatever format a school district elects to use, the committee should be composed of professionals skilled in dealing effectively with learning and behavior problems. This team is often comprised of, but not necessarily limited to, several of the following individuals:

Building Principal
Assistant Principal
Regular Classroom Teacher
Counselor
Remedial Reading Specialist
Lead Teacher (department head, core leader, grade level, chairman, etc.)
Special Education Teacher
Special Education Coordinator
School Psychologist
School Social Worker
Speech and Language Clinician
School Nurse

NOTE: Some building staffs have requested that special education personnel not be involved in preassessment committees.

The committee may serve as either:

1. Ad Hoc - formed on demand and maintained as long as needed or
2. Standing - formed as an ongoing instructional assistance committee which meets at regularly scheduled times throughout the year.

An administrator or his/her designee should participate on a preassessment committee because of his/her authority to allocate manpower and resources. Regular classroom teachers play a critical role in the success of preassessment and should form the core of a preassessment committee. Experienced, capable teachers can provide assistance to less experienced teachers through a preassessment committee.

PREASSESSMENT ACTIVITIES

The following parts of this section are arranged sequentially beginning with recognition of a problem to possible referral for a special education evaluation. Suggestions for classroom diagnosis and modification of a regular classroom environment are given. The regular classroom teacher is normally expected to initiate modification in materials, curriculum or techniques within the classroom. He/she may also request assistance from a preassessment committee.

Care should be taken that regular classroom teachers document interventions which they have tried on their own or with assistance from a preassessment committee. This documentation may be used to provide evidence that an appropriate regular education environment has been provided and that the student has continued to fail to learn in that environment.

PARENT CONCERNS *

In some cases, a parent may be first to suggest that a problem exists with the student's school achievement. Behaviors which occur at home but not in the classroom may alert parents to the possibility that learning difficulties may exist in the classroom. These behaviors may include:

-- not wanting to attend or disliking school
-- becoming extremely disruptive at home
-- frequently requesting parent(s) call or talk with the teacher about an academic or social problem
-- showing notable lack of achievement in reading, spelling, writing, or mathematics as compared to previous performance or school year

TEACHER DIAGNOSIS*

A regular classroom teacher is usually the best source of information about a child's academic performance. Individual learning differences can be identified very early in the school year from data which are readily accessible or easily collected by the regular classroom teacher.

A classroom teacher may estimate levels of motor or perceptual skills, intellectual functioning, or social-emotional status, but this is not his/her primary responsibility. The function of a classroom teacher is to describe behavior in his/her particular area of expertise, i.e., in academic skills. Teachers are responsible for establishing individual student skill levels in reading, mathematics, spelling, and writing. Teachers also determine instructional entry levels for basic subject matter areas within the classroom.

Early teacher diagnosis of learning and behavior difficulties is appropriate because he/she:

-- Is familiar with classroom materials and the demands placed on a child
-- Has access to unlimited samples of student work

* Information contained in Parent Concerns and Teacher Diagnosis was taken from Chapter 2, Individual Learning Differences; Ohio Guidelines for the Identification of Children with Specific Learning Disabilities, July 1983.

-- Sees a child during different times of the day and over a period of many days
-- Has an opportunity to collect observational data from independent seatwork, response to group instruction, and trial teaching procedures
-- Is a primary source of information in determining the child's educational needs

Examples of academic behavior indicative of learning difficulties include:

-- Failure to complete a reasonable quantity of work within the time allotted
-- Failure to follow directions, which results in work prepared inaccurately or at variance with oral or written directions
-- Frequent requests for teacher assistance
-- Reading orally with many word-recognition errors or demonstrating poor reading comprehension skills
-- Consistently confusing signs of math operations
-- Approaching tasks with exceptional slowness or disorganization
-- Failure to locate the place in text
-- Losing work papers
-- Having difficulty with group transactions
-- Staring into space
-- Engaging in repetitive motor activity
-- Exhibiting other competing activity during independent work periods
-- Crying or resorting to a tantrum when a task becomes frustrating
-- Using language or speech typical of a younger child
-- Requiring an excessive number of trials to complete a task

In summary, the fundamental objective of classroom teacher diagnosis is to bring about a positive, effective, learning environment for students. Information gathered by the classroom teacher can be used to generate alternative teaching strategies. Children who do not respond appropriately to normal instructional methods and materials often benefit from simple curriculum modifications.

REFERRAL TO PREASSESSMENT COMMITTEE

Even after the classroom teacher has made efforts to accommodate individual learning differences, a child's functioning in one or more areas still may not show satisfactory progress. The need to provide further modifications to meet those differences are the basis for referral to a preassessment committee. At this time, the parent should be contacted and advised of the child's difficulties if such contact has not already been made. Parents can often provide essential information which may be relevant to a learning problem.

Referral to the preassessment committee may be made by the regular classroom teacher or by a parent, administrator, the student, or other interested persons. The preassessment committee reviews preliminary data presented by the teacher and makes arrangements for collecting necessary additional data. Information collected should include:

1) Attendance (at the secondary level, include attendance for all classes)
2) Behavior in academic settings
3) Behavior in non-academic settings (if appropriate)
4) Nature of the problem
5) Classroom modifications tried and results of those modifications
6) Group achievement data
7) Cumulative student records
8) Hearing and vision data
9) Records of any previous special assistance referrals

The specific nature of a problem directs critical information to be collected. Comments such as "Johnny is having difficulty in reading" or "Johnny does not behave appropriately" do not provide a preassessment committee with enough information to suggest possible remedies. Such statements do not indicate attempts to remediate a learning or behavior problem in the regular classroom. Appropriate and specific information must be given. Examples of appropriate statements are "I have tried the following three methods of teaching reading comprehension, and Johnny is still having difficulty in remembering what he has read"; or "I have kept Johnny in from recess five separate times for talking out in class and he continues to do so."

ACTIONS OF A PREASSESSMENT COMMITTEE

After compiling all necessary information, the preassessment committee determines whether or not further modifications are needed. If not, the team documents the interventions carried out. If further interventions are indicated, a list of recommended modifications is generated by a preassessment committee. The committee identifies one or more persons to assist the classroom teacher in implementing the recommendations. This assistance might be provided by such building staff as another teacher, curriculum consultant, elementary or secondary supervisor, or a school psychologist. These persons may or may not be members of the preassessment committee. Unless school policies specify otherwise, requests for classroom assistance can be informal.

A helpful tool for documenting interventions is a Preassessment Checklist. Use of a checklist enables the committee to summarize data collected during the preassessment process. (See the sample at the end of the chapter.)

A preassessment committee, or person(s) identified to provide assistance, may make suggestions regarding modification of materials, instructional techniques, or the education environments.

Preassessment resource material. A comprehensive resource on preassessment, developed under the auspice of the State Department of Education, is currently available through your district special services office. This resource manual is titled Preassessment Resource Material. The resource contains practical ideas which can be carried out by regular classroom teachers. This resource emphasizes the relationship of special and regular educators as they work together to insure that all students progress in school. Many of the suggestions for preassessment, both in the Guidelines and the resource manual, are more appropriate for the elementary grades. Different procedures and interpretations may be necessary at the secondary level.

OBSERVATION

An integral component of preassessment is classroom observation. Observation serves two purposes:

1) To gain additional insight into the nature of a specific problem; and
2) To evaluate the results of interventions.

Any member of a local school district who is trained in systematic observation procedures may conduct a classroom observation. Most observation systems identify and define categories of behavior to be observed. Consequently, the data collected is readily comparable across observers, time and settings. This makes it possible for the collected data to be analyzed so that interventions may be developed. Observation systems provide procedures that simplify recording of student behavior.

Results of an observation should be shared with all members of a preassessment committee in order to assist the committee in making further decisions about modifying the learning environment for a student.

Parental permission. Classroom observation as a part of preassessment may be conducted without parental permission. However, if a student is referred for a comprehensive evaluation, new observations must be conducted and parental permission will need to be obtained. Parental permission shall be obtained any time the observation is to be used for possible special education placement.

REVIEW

A preassessment committee will monitor modifications to the regular classroom environment. When a committee agrees on classroom interventions, a specific date should be set to review the results of the interventions. If a student continues to experience failure, the committee may suggest additional modifications and set a second review date. If initial interventions meet with success, the committee may plan a check-up review of student progress at some later date.

DOCUMENTATION

Modifications to the learning environment must be carefully documented. This may be done by using a preassessment checklist. (See the Sample Checklist at the end of the chapter.) Using a checklist, the committee documents the actual classroom modifications and results of those modifications. The committee maintains a record of all case reviews. Such documentation is essential as justification for removal of a student from the regular education environment if referral to special education is made at a later date and determined necessary.

ROLE OF SPECIAL EDUCATION

Special education represents a portion of the educational service continuum. Students are referred for special education only after the preassessment committee has suggested modifications and documentation verifies that the modifications failed to yield positive results.

Parents, teachers, and administrators do not unilaterally initiate a special education comprehensive evaluation. Referrals go first to a preassessment committee. Then, if unsatisfactory student progress continues after trying extensive classroom interventions, a committee may refer a student for a comprehensive evaluation for special education services.

PARENT NOTIFICATION AND DUE PROCESS

If a preassessment committee concludes that a comprehensive evaluation is necessary to determine the specific nature of a child's learning difficulties, this committee referral is regarded as indicating a need to assess a suspected exceptional child. At this point, all requirements outlined in P.L. 94-142 and Kansas Administrative Regulations regarding evaluation, identification, and placement of exceptional children shall be followed.

Parents or guardians are notified when a student is referred for any special education action. Written consent shall be obtained from the parent or guardian prior to a comprehensive evaluation.

SAMPLE PREASSESSMENT DOCUMENTATION FORMS

The forms included in this section are provided to assist in the development of preassessment procedures and are intended only as resources. Hence, none of the forms are required to be included in local plans. The forms have been designed to document learning/behavior problems or modification of regular education during preassessment. Any form may be reproduced or modified to meet the specific needs of the local education agency. Other forms may be found in the Preassessment Resource Material manual.

The following forms have been included:

Form II-A: Preassessment Data on Classroom Performance
Form II-B: Preassessment Checklist
Form II-C: Student Referral to Preassessment Team
Form II-D: Building Support Services Plan
Form II-E: Part I - Preassessment Intervention Documentation Guide
Form II-E: Part II - Preassessment Intervention Documentation Report
Form II-F: Classroom Behavior Checklist

SC/SEPA/1

PREASSESSMENT DATA ON CLASSROOM PERFORMANCE

Student _____ Date _____

Teacher _____ Grade _____

Instructions: Check the rating that reflects your observation of the student's skills as follows:

READING LEVEL:	1 Out-standing	2 Very Good	3 Good	4 Fair	5 Poor
Word analysis skills					
Sight					
Vocabulary					
Comprehension					
Study skills					
Oral reading					

Have curriculum modifications been made? Yes ____ No ____ Please explain:

Comments:

WRITTEN EXPRESSION:	1	2	3	4	5
Grammar					
Punctuation					
Capitalization					
Organization					
Fluency					

Have curriculum modifications been made? Yes ____ No ____ Please explain:

Comments:

SPELLING:	1	2	3	4	5
Performance on exercises					
Performance on weekly tests: % correct					
Spelling in daily work					

Have curriculum modifications been made? Yes ____ No ____ Please explain:

Comments:

HANDWRITING:	1	2	3	4	5
Correct letter and numeral formation					
Uses lines and spaces correctly					
Organization of material on paper					
Other fine-motor skills (cutting-coloring)					
Copies accurately from the board					
Writing speed					

Have curriculum modifications been made? Yes ____ No ____ Please explain:

Comments:

	Out-standing	Very Good	Good	Fair	Poor
MATH:	1	2	3	4	5
Computation skills: Addition					
Computation skills: Subtraction					
Computation skills: Multiplication					
Computation skills: Division					
Concepts of money					
Concepts of time					
Story problems					
Knows basic math facts					

Have curriculum modifications been made? Yes____ No____ Please explain:

Comments:

SOCIAL STUDIES AND SCIENCE:	1	2	3	4	5
Performance on test: % accuracy					
Participates in class discussions					
Completes assignments on time					

Have curriculum modifications been made? Yes____ No____ Please explain:

Comments:

BEHAVIOR AND WORK HABITS:	1	2	3	4	5
Attends to task					
Works quietly without disturbing others					
Completes work on time					
Gets along with other students					
Understands and follows directions					
Attendance at school					
Retains information from one day to another					
Out of classroom behavior (Please comment below)					
Brings materials to class					
Organizational skills					

Have curriculum modifications been made? Yes____ No____ Please explain:

Comments:

SPEECH AND LANGUAGE:	1	2	3	4	5
Talks to teachers/students					
Articulates speech sounds clearly					
Uses grammar skills correctly in speaking					
Uses complete sentences					
Remembers what happened "yesterday"					
Responds appropriately to questions					

Have curriculum modifications been made? Yes____ No____ Please explain:

Comments:

Adapted from materials developed by: Olathe Unified School District #233, Gardner-Edgerton Unified School District #231, and Spring Hill Unified School District #230.

PREASSESSMENT CHECKLIST

Please bring to the preassessment meeting: (a) cumulative file, (b) examples of work.

Student _____ Date of Birth _____ Grade ____ Age _____

Parents _____ Address _____ Phone: Home _____ Work _____

School _____ Teacher _____ Conference Hrs. of Teacher _____

1. Reason for referral: (What do you want to see student do more of and/or less of?)

2. Do parents agree that this is a problem for the student? _____
3. Student's strengths: _____

4. School History:
   Date of last hearing screening _____ Results: _____
   Date of last vision screening _____ Results: _____
   Any health problems? _____
   School attendance: Good _____ Fair _____ Poor _____
   Has the student been retained or accelerated? _____
   Group test results: _____

   Has the student received special education and/or any special assistance?
5. Academic Progress:

	Est. Grade Level	Test Used	Instructional Group
Reading			
Math			
Spelling			
Other			

   Summary of grades: _____

6. How motivated does the student seem? (assignments completed, self-discipline) _____
7. During what portion of the day does the student perform the best? _____
8. How does the student perform in classes without heavy academic emphasis such as art, P.E., and music? _____

9. Social Adjustment: (Describe student's relationship with:)
   Parents _____
   Siblings _____
   Friends _____
   Teachers _____
10. Are you aware of any environmental/family issues that would affect the student's learning?

_____
_____
_____

11. Does the student display any annoying behaviors or mannerisms?

_____

12. Other observations or comments:

What strategies have you tried in order to correct the problems? Please indicate which strategies you have applied to the problem and give an estimate of how long the strategy has been in effect (number of days or weeks).

ENVIRONMENTAL STRATEGIES	DURATION
1. Preferential seating	_____
2. Study carrel	_____
3. Isolation	_____
4. Change to a different classroom	_____
5. Peer tutor	_____
ORGANIZATIONAL STRATEGIES	
1. Setting time limits for assignments	_____
2. Questioning at end of each sentence/paragraph	_____
3. Allowing additional time to complete task/take test	_____
4. Highlighting main facts in text	_____
5. Organizing a notebook or providing folder to help organize work	_____
6. Asking student to repeat directions	_____
MOTIVATIONAL STRATEGIES	
1. Checking papers by showing C's for correct	_____
2. Sending home daily progress report	_____
3. Providing immediate reinforcement of correct response	_____
4. Keeping graphs and charts of student's progress	_____
5. Conferencing with student's parents	_____

6. Conferencing with student's other teachers
7. Conferencing with student
8. Having student read lesson to aide, peer tutor or teacher
9. Using home/school communication system for assignments
10. Punishment (e.g., denial of privileges, time-out, sending to principal
11. Positive reinforcers (i.e., point system, tokens)

PRESENTATION STRATEGIES

1. Giving assignments orally and visually
2. Taping lessons so student can listen again
3. Testing student orally
4. Allowing student to take sample or practice test
5. Providing mimeographed material (legible)
6. Immediate correction of errors

CURRICULUM STRATEGIES

1. Special materials
2. Providing opportunities for extra drill
3. Providing study guide
4. Reducing assignments
5. Including only words in spelling list that student can read
6. Providing reading/math curriculum geared to student's instructional level

Have you used any strategies not listed above? If yes, please describe:

SC/SEPA/2

Source: Topeka Public Schools #501.

STUDENT REFERRAL TO PREASSESSMENT TEAM

Student _____ Referred by _____ Date _____
Date of Birth _____ Grade _____

1. Reason for referral: (What do you want the student to do more of and/or less of?)

2. Are the student's parents aware of your concerns? _____

3. Has the student previously received individual testing? _____ If so, when? _____

4. Has the student repeated a grade? If so, when? _____

5. Results of last hearing screening and date: _____

6. Results of last vision screening and date: _____

7. Has the student ever been to an optometrist or an opthalmologist? _____ If so, when? _____

8. Pupil Characteristics: (Please mark + for strength; - for weakness)

___ completes assignments
___ overactive
___ fidgity and tense
___ consistent performance
___ frustrated
___ coordinated
___ listens
___ easily distracted
___ confuses left and right
___ attention span
___ verbal expression
___ completes assignments
___ dependent
___ peer relationship
___ withdrawn

9. Academic Performance: (Please mark + for strength; - for weakness)

READING
___ phonics
___ comprehension
___ reversals
___ word-attack skills
___ skips words and lines
___ sight words

SPELLING
___ unintelligible
___ retention
___ confuses letter sequence
___ spells by sound

WRITING
___ legible writing
___ reverses letters and words
___ left hand
___ right hand
___ writing speed

MATH

___ memory of facts
___ mechanics
___ concepts (signs and terms)
___ story problems

10. School Attendance

___ Usually present
___ Frequently absent
___ Often absent because of illness
___ Truant
___ Changes schools frequently

11. Peer Acceptance

____ Always
____ Usually
____ Partially
____ Has few friends

12. Student's Special Interests

_____

_____

_____

13. What other special teachers/programs has the student been involved with?

___ Speech
___ Physical Therapy
___ Title I
___ Occupational Therapy
___ Learning Disabilities
___ Special Reading

14. Other Comments:

15. Complete the other side of this form.
PLEASE BRING TO THE PREASSESSMENT MEETING: (a) Cumulative file and (b) examples of work.

INTERVENTION CHECKLIST

What strategies have you tried to correct the problems? Please indicate strategies you have applied to the problem by giving an estimate of how long the strategy has been in effect in terms of days or weeks.

ENVIRONMENTAL STRATEGIES	DURATION
1. Preferential seating	_____
2. Study carrel	_____
3. Isolation	_____
4. Change to a different classroom	_____

ORGANIZATIONAL STRATEGIES	
1. Time limits for assignments	_____
2. Questioning at end of each sentence/paragraph	_____
3. Allowing additional time to complete task/take test	_____
4. Highlighting main facts in the book	_____
5. Organizing a notebook or providing folder to help organize work	_____
6. Asking student to repeat back directions	_____

Form II-C

MOTIVATIONAL STRATEGIES — DURATION

1. Checking papers by showing C's for correct _____
2. Sending home daily progress report _____
3. Immediate reinforcement of correct response _____
4. Keeping graphs and charts of student's progress _____
5. Conferencing with student's parents _____
6. Conferencing with student's other teachers _____
7. Student reading lesson to aide, peer tutor or teacher _____
8. Home/school communication system for assignments _____

PRESENTATION STRATEGIES

1. Giving assignments orally and visually _____
2. Taping lessons so student can listen again _____
3. Testing students orally _____
4. Allowing student to take sample or practice test _____
5. Providing mimeographed material (legible) _____
6. Immediate correction of errors _____

CURRICULUM STRATEGIES

1. Special materials _____
2. Providing opportunities for extra drill _____
3. Providing study guide _____
4. Reducing quantity of assigned work _____
5. Including only words that student can read in spelling list _____
6. Providing reading/math curriculum geared to student's instructional level _____

Have you used other strategies not listed above? If yes, please describe

_____

_____

Recommendation _____

JB/SEPA/2

Source: Atchison-Jefferson Educational Cooperative.

BUILDING SUPPORT SERVICES PLAN
Part I

IDENTIFICATION/DIAGNOSIS

Date _____

1. Student _____ M ____ F ____
2. Grade Level _____ D.O.B. _____
3. Classroom Teacher _____ Age _____
4. Referred by _____ Position _____

TEST SCORE RESULTS:

Cog. Abilities	Ks. Minimal	ITBS	Other
_____	_____	_____	_____

REASON FOR REFERRAL:

____ High standardized test scores
Test _____ Score _____

____ Low standardized test scores
Test _____ Score _____

____ Student exhibiting learning difficulties.
Briefly explain problem and content area:

____ Student exhibiting gifted characteristics. Briefly explain:

____ Student exhibiting social and/or emotional problems. Describe briefly:

____ Student exhibiting behavior problems. Describe briefly:

____ Student exhibiting physical deficits. Explain:

____ Other reasons:

Source: Shawnee Mission Public Schools #512.

Form II-D

BUILDING SUPPORT SERVICES PLAN
Part II

Date _____

PRESCRIPTION/TREATMENT PLAN

Student _____ M ____ F ____

Grade Level _____ D.O.B. _____ Age _____

Classroom Teacher _____

INSTRUCTIONAL LEVEL:

Reading _____ Math _____

____ Drill and practice opportunities
Content area _____
Service provided by _____
Time involved _____

____ Individual program ____ Long term ____ Short term
Brief description:

Service provided by _____
Time involved _____

____ Specific skill instruction ____ Remedial ____ Extension
Content area _____
Service provided by _____
Time involved _____

____ Behavior management system
Brief description:

Service provided by _____
Time involved _____

____ Counseling and social skills support
Brief description:

Service provided by _____
Time involved _____

____ Support for physical deficit
Brief description:

Service provided by _____
Time involved _____

Source: Shawnee Mission Public Schools #512.

Form II-D

BUILDING SUPPORT SERVICES PLAN
Part III

REVIEW AND EVALUATION RESULTS

Date _____

Student _____ M _____ F _____

Grade Level _____ D.O.B. _____ Age _____

Classroom Teacher _____

_____ Drill and practice opportunities
Content area _____
Evidence of progress:

Recommendations:

___ continue current plan
___ add to current plan
___ reduce current plan
___ remove from list
___ refer to district screening team
___ recommend outside services

Rationale:

_____ Individual program
Content area _____
Evidence of progress:

Recommendations:

___ continue current plan
___ add to current plan
___ reduce current plan
___ remove from list
___ refer to district screening team
___ recommend outside services

Rationale:

____ Specific skill instruction
Content area _____
Evidence of progress:

Recommendations:

___ continue current plan
___ add to current plan
___ reduce current plan
___ remove from list
___ refer to district screening team
___ recommend outside services

Rationale:

____ Behavior management system
Evidence of progress:

Recommendations:

____ continue current plan
____ add to current plan
____ reduce current plan
____ remove from list
____ refer to district screening team
____ recommend outside services

Rationale:

____ Counseling and social skills support
Evidence of progress:

Recommendations:

____ continue current plan
____ add to current plan
____ reduce current plan
____ remove from list
____ refer to district screening team
____ recommend outside services

Rationale:

____ Support for physical deficits
Evidence of progress:

Recommendations:

____ continue current plan
____ add to current plan
____ reduce current plan
____ remove from list
____ refer to district screening team
____ recommend outside services

Rationale:

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Source: Shawnee Mission Public Schools #512.

PREASSESSMENT INTERVENTION DOCUMENTATION GUIDE

The list provided below consists of a collection of intervention strategies which regular classroom teachers have used to correct learning or behavior problems. This list also includes their suggestions for documenting the results and the duration of the modification period. The list is not exhaustive; therefore, it should only be used as a guide to select or develop the most appropriate instructional modification for the specific learning or behavior problem being addressed. Preassessment committees and teachers are encouraged to make individualized decisions when considering modification in the regular classroom. In addition, some of the intervention strategies are more appropriate for use in elementary or secondary settings, but not both. A combination of one or more intervention strategies may also need to be implemented. A reasonable time period should be given to determine whether the intervention(s) is successful. Always select the intervention strategy that will result in success with minimal classroom modification. Likewise, select the method of measurement that is presently being used in daily instructional evaluation or that is easiest to implement and most appropriate for obtaining reliable documentation of the intervention strategy's effectiveness. Finally, the effectiveness of the strategies used with each student should be evaluated by the data collected, such as improved behavior, increased grades or accuracy, increased time on task, increased number of completed assignments, etc.

The following explanation of terms used in connection with the measurement method is provided for further clarification:

1. Teacher Report: (a) periodic descriptions of student behavior in gradebook; (b) record of student's oral responses in gradebook; (c) predeveloped checklist of possible student responses with recorded observation data by (+) or (-); (d) tally of correct responses for each session in gradebook; (e) tally by student of specific responses and recorded by teacher in gradebook; or (f) periodic anecdotal records in gradebook.

2. Grades/Tests: (a) record of number correct/number possible or percentage correct in gradebook; (b) record of scores on a graph; (c) record of scores kept by student on a chart; or (d) collection of graded and dated assignments or tests in a folder.

3. Sample Sheet/Work Completed/Student Assignment Sheet: (a) collection of dated student products in a folder; (b) record of evaluation of each student product using a preconstructed evaluation sheet; (c) record of completed work (+) or noncompleted work (0) in the gradebook; or (d) record kept by student on predesigned data sheet.

4. Behavior Data/Charts/Graphs/Progress Reports/Contracts: (a) record of occurrences of a specific behavior in gradebook; (b) record kept by student using bar graph, stickers, stars, marks, etc.; (c) record displayed on chalkboard or bulletin board; (d) record kept in textbook on review of tests, chapter tests, etc.

I. INSTRUCTIONAL ENVIRONMENT MODIFICATIONS

Physical Environment	Method of Measurement	Length of Measurement
1. Move seat to another location in the classroom.	Teacher Report	2-4 weeks
2. Assign preferential seating.	Teacher Report	2-4 weeks
3. Provide a study carrel.	Teacher Report	2-4 weeks
4. Alter location of personal or classroom supplies for easier access or to minimize distraction.	Teacher Report	2-4 weeks
5. Assign student to an isolated area for short periods.	Teacher Report	2-4 weeks
Grouping Arrangement		
1. Change student's schedule.	Teacher Report	up to 9 weeks or semester
2. Assign student to another class/group.	Teacher Report	up to 9 weeks or semester
3. Alter frequency of grouping changes (less often, more often).	Grades	2-4 weeks
4. Change instructional setting from large-group to small-group instruction.	Teacher Report	2-4 weeks
5. Provide individual instruction with a peer tutor or adult volunteer.	Grades	2-4 weeks
6. Assign a buddy to take notes with carbon/NCR paper, and monitor assignments (secondary level).	Grades	3-4 weeks
Classroom Organization		
1. Set time expectations for assignment completion.	Teacher Report	4-6 weeks
2. Set time limits using timer.	Grades	4-6 weeks
3. Alter time allotted to complete assignment or take test.	Teacher Report	2-4 weeks

Classroom Organization (cont.)	Method of Measurement	Length of Measurement
4. Assist student in setting goals for assignment completion and in writing a time line for completing intermediate task objectives.	Grades	4-6 weeks
5. Provide cues such as clock faces to indicate beginning and ending times.	Teacher Report	4-6 weeks
6. Establish systems for recording assignments and grades (e.g., assignment sheet, notebook, calendar for long-range assignments).	Assignment Sheet/ Notebook/Grade	6-9 weeks
7. Provide visual, tactile or auditory prompts (cues) to indicate appropriate or inappropriate behavior (i.e., hand signal saying "slow down", tap on shoulder).	Behavior Data	3-4 weeks

II. INSTRUCTIONAL MEDIA/MATERIALS MODIFICATIONS

Existing Curricular Materials

1. Assess whether student has the necessary prerequisite skills.	Informal/Formal Pretest	Evaluation Session(s)
2. Determine whether materials are appropriate to student's current interest and functioning levels.	Informal/Formal Pretest	Evaluation Session(s)
3. Tape lessons or instructions so that student can listen again in school or at home.	Grades	4-6 weeks
4. Simplify vocabulary of test items, practice sheets.	Sample Sheets	6-9 weeks
5. Provide tests in segments so that student turns in one segment before receiving the next part.	Test Grades	6-9 weeks
6. Provide visual or memory aids such as number lines, formulas, pictures, and charts.	Grades	4-6 weeks
7. Highlight main ideas and supporting details in text.	Assignment Grades	6-9 weeks

Existing Curricular Materials (cont.)	Method of Measurement	Length of Measurement
8. Provide study aids for learning content material, e.g., outlines and study guides.	Grades	4-6 weeks
9. Reduce quantity of material to be read or assignments.	Grades	6-9 weeks
10. Limit amount of material presented on a single page.	Grades	6-9 weeks
11. Organize a notebook or provide a folder for papers to help organize work.	Work Completed	4-6 weeks
12. Have student keep an assignment notebook.	Work Completed	4-6 weeks
13. Use library resources, computer-assisted instructional programs, and other media resources.	Work Completed	4-6 weeks
14. Ask questions at end of each sentence or paragraph to help focus on important information.	Grades	4-6 weeks
15. Provide a sample or practice test.	Grades/Sample Tests	6-9 weeks
16. Provide opportunities for extra drill.	Grades/Assignment	6-9 weeks
17. Use a special supplementary material.	Grades	6-9 weeks

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Alternate Curriculum Materials	Method of Measurement	Length of Measurement
1. Give student a text written at a lower or higher reading level, covering the same content at the appropriate interest level.	Grades/Work Completed	4-6 weeks
2. Combine materials to include multi-sensory experiences-use test with a filmstrip, study print, or other visual.	Grades/Sample Assignments	4-6 weeks
3. Use an alternate reading material.	Grades	6-9 weeks
4. Provide modified materials (assignments/tests) with fewer tasks/questions, concepts, and/or response requirements.	Grades/Work Completed	4-6 weeks
5. Provide self-checking materials.	Grades/Sample Materials	6-9 weeks

III. INSTRUCTIONAL TECHNIQUE MODIFICATIONS

Teaching Approaches		
1. Give both oral and visual instructions for assignments.	Daily Grades	4-6 weeks
2. Provide for oral testing.	Grades	4-6 weeks
3. Vary the method of lesson presentation:	Grades	4-6 weeks
(a) lecture	Grades	4-6 weeks
(b) small group	Grades	4-6 weeks
(c) large group	Grades	4-6 weeks
(d) use audiovisuals (i.e., filmstrips, study prints)	Grades	4-6 weeks
(e) peer tutors or cross-age tutors (i.e., take notes, monitor assignments, read aloud, listen)	Grades	4-6 weeks

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Teaching Approaches (cont.)	Method of Measurement	Length of Measurement
(f) demonstrations	Grades	4-6 weeks
(g) experiments	Grades	4-6 weeks
(h) simulations	Grades	4-6 weeks
(i) games	Grades	4-6 weeks
(j) 1-to-1 instruction with another adult	Grades	4-6 weeks
4. Provide immediate correction of errors.	Daily Grades	4-6 weeks
5. Have student read lesson aloud to parent, aide, volunteer, peer tutor, or teacher.	Observation/ Grades	4-6 weeks
6. Teach reading strategies (e.g., SQ3R).	Grades	6-9 weeks
7. Check and increase reading comprehension of content area material using the Cloze procedure or herringbone technique.	Grades	6-9 weeks
8. Introduce definition of new terms/ vocabulary and review to check for understanding.	Grades	6-9 weeks
9. Ask student to repeat directions/ assignments to insure understanding.	Observation	2-4 weeks
10. Reassign student to appropriate academic group.	Grades	6-9 weeks
11. Instruct student in correction procedures.	Observation/ Daily Grades	4-6 weeks
12. Identify student's preferred learning style and provide appropriate instruction/materials.	Grades	
13. Adjust instruction to accommodate vision problems.	Grades/Work Completed	2-3 weeks

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Motivational/Behavioral Strategies	Method of Measurement	Length of Measurement
1. Check papers by showing C's for correct and record positive score.	Teacher Report	6-9 weeks
2. Provide immediate reinforcement for correct response.	Daily Grades	2-4 weeks
3. Provide explanation of incorrect behavior responses.	Behavior Data	2-4 weeks
4. Discuss inappropriate behavior with student in private.	Teacher Report/ Behavior Data	1-3 weeks
5. Conference with student's parents (include student as appropriate).	Teacher Report/ Summary of Conferences/ Grades/Behavior Data	1-3 weeks
6. Conference with student's other teachers (include student as appropriate).	Teacher Report/ Summary of Conferences/ Grades/Behavior Data	1-3 weeks
7. Conference with student's counselor (include student as appropriate).	Teacher Report/ Summary of Conferences/ Grades/Behavior Data	1-3 weeks
8. Conference with student's principal (include student as appropriate).	Teacher Report/ Summary of Conferences/ Grades/Behavior Data	2-3 weeks
9. Establish a home/school communication system for completion or improvement of assignments.	Grades/Daily or Weekly Progress Report	6-9 weeks
10. Establish a home/school communication system for behavior monitoring.	Grades/Daily or Weekly Progress Report	6-9 weeks
11. Post rules and consequences for classroom behavior.	List of Rules & Consequences/ Teacher Report/ Behavior Data	4-6 weeks

Motivational/Behavioral Strategies (cont.)	Method of Measurement	Length of Measurement
12. Make privileges contingent upon behavior.	Teacher Report/ Written Plan/ Behavior Data	4-6 weeks
13. List small steps needed to change the behavior and implement a plan to change one step at a time.	Teacher Report/ Written Plan/ Behavior Data	4-6 weeks
14. Write a contract for student behavior.	Written Contract/ Behavior Data	4-6 weeks
15. Ignore inappropriate behavior.	Teacher Report/ Behavior Data	1-3 weeks
16. Give nonverbal or verbal signals/ prompts to monitor behavior (e.g., hand signals, winks, "slow down," "quiet").	Teacher/Report/ Behavior Data	4-6 weeks
17. Move closer to student to monitor behavior.	Teacher Report/ Behavior Data	1-3 weeks
18. Establish list of reinforcers (menu) for student selection.	Menu/Behavior Data	4-6 weeks
19. Offer social reinforcers (e.g., praise, hugs, winks) for appropriate behavior.	Teacher Report/ Behavior Data	6-9 weeks
20. Offer tangible reinforcers (e.g., points, tokens, stickers) for appropriate behavior.	Teacher Report/ Behavior Data	6-9 weeks
21. Offer activity reinforcers (i.e., extra recess, free time) for appropriate behavior.	Teacher Report/ Behavior Data	6-9 weeks
22. Implement a token or point system (to address a variety of behaviors).	Behavior Data	6-9 weeks
23. Use role play with student to practice appropriate behavior.	Teacher Report/ Behavior Data	1-3 weeks
24. Allow student to move to another location in the room to regain control (student-initiated).	Teacher Report/ Behavior Data	4-6 weeks

Motivational/Behavioral Strategies (cont.)	Method of Measurement	Length of Measurement
25. Put student on daily/weekly progress report.	Progress Report/Behavior Data/Grades	6-9 weeks
26. Keep graphs, charts or calendars of student progress.	Charts & Graphs/Behavior Data	6-9 weeks
27. Implement self-recording of behavior.	Charts & Graphs/Data	6-9 weeks

* Described in the Preassessment Resource Material manual, in chapter III under the section "Intervention Strategies"
Source: Gail Nelson, Olathe Unified School District #233, Madelyn K. Regan, DeSoto Unified School District #232, Regular Teacher Preassessment Committees, Shawnee Mission Public Schools #512, and DeSoto Unified School District #232

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PREASSESSMENT INTERVENTION DOCUMENTATION REPORT

Instructions: Describe the learning/behavior problem below and indicate the intervention strategies that have been used to correct the problem. Record the method of measurement, the length of time (duration) the intervention strategy was used, and the objective, measurable data collected to assess the results of each intervention strategy. A combination of one or more interventions needs to be implemented for a minimum of 6-9 weeks for preassessment purposes. The effectiveness of the strategies used with the student will be evaluated by the data collected such as improved behavior, increased grades or accuracy, increased time on task, increased number of completed assignments, etc.

Student's Name _____ Grade _____ Date _____

Teacher _____ School _____

Description of Learning/Behavior Problem _____

_____

I. INSTRUCTIONAL ENVIRONMENT MODIFICATION

Physical Environment	Method of Measurement/ Duration	Data/Results
1. Move seat to another location in the classroom.	_____	_____
2. Assign preferential seating.	_____	_____
3. Provide a study carrel.	_____	_____
4. Alter location of personal or classroom supplies for easier access or to minimize distraction.	_____	_____
5. Assign student to an isolated area for short periods.	_____	_____
6. Other: _____ _____	_____	_____
Grouping Arrangements		
1. Change student's schedule.	_____	_____
2. Assign student to another class/group.	_____	_____
3. Alter frequency of grouping changes (less often, more often).	_____	_____

Grouping Arrangements (cont.)	Method of Measurement/ Duration	Data/Results
4. Change instructional setting from large-group to small-group instruction.		
5. Provide individual instruction with a peer tutor or adult volunteer.		
*6. Assign a buddy to take notes with carbon/NCR paper, and monitor assignments (secondary level).		
7. Other: _____		

Classroom Organization

1. Set time expectations for assignment completion.		
2. Set time limits using timer.		
3. Alter time allotted to complete assignment to take test.		
*4. Assist student in setting goals for assignment completion and in writing a time line for completing intermediate task objectives.		
5. Provide cues such as clock faces to indicate beginning and ending times.		
6. Establish systems for recording assignments and grades (e.g., assignment sheet, notebook, calendar for long-range assignments).		
*7. Provide visual, tactile or auditory prompts (cues) to indicate appropriate or inappropriate behavior (e.g., hand signal saying "slow down", tap on shoulder).		
8. Other: _____		

II. INSTRUCTIONAL MEDIA/MATERIALS MODIFICATIONS

Existing Curricular Materials	Method of Measurement/ Duration	Data/Results
*1. Assess whether student has the necessary prerequisite skills.	_____	_____
*2. Determine whether materials are appropriate to student's current interest and functioning levels.	_____	_____
*3. Tape lessons or instructions so that student can listen again in school or at home.	_____	_____
4. Simplify vocabulary of test items, practice sheets.	_____	_____
*5. Provide tests in segments so that student turns in one segment before receiving the next part.	_____	_____
*6. Provide visual or memory aids such as number lines, formulas, pictures, and charts.	_____	_____
7. Highlight main ideas and supporting details in text.	_____	_____
8. Provide study aids for learning content material (e.g., outlines and study guides).	_____	_____
9. Reduce quantity of material to be read or assignments.	_____	_____
10. Limit amount of material presented on a single page.	_____	_____
11. Organize a notebook or provide a folder for papers to help organize work.	_____	_____
12. Have student keep an assignment notebook.	_____	_____
13. Use library resources, computer-assisted instructional programs, and other media resources.	_____	_____

Existing Curricular Materials (cont.)	Method of Measurement/ Duration	Data/Results
14. Ask questions at end of each sentence or paragraph to help focus on important information.		
15. Provide a sample or practice test.		
16. Provide opportunities for extra drill.		
17. Use a special supplementary material.		
18. Other: _____		
_____		
Alternate Curriculum Materials		
1. Give student a text written at a lower or higher reading level, covering the same content at the appropriate interest level.		
2. Combine materials to include multisensory experiences-use test with a filmstrip, study print, or other visual.		
3. Use an alternate reading material.		
4. Provide modified materials (assignments/tests) with fewer tasks/questions, concepts, and/or response requirements.		
*5. Provide self-checking materials.		
6. Other: _____		
_____		

III. INSTRUCTIONAL TECHNIQUE MODIFICATIONS

Teaching Approaches		
1. Give both oral and visual instructions for assignments.		
2. Provide for oral testing.		

Teaching Approaches (cont.)	Method of Measurement/ Duration	Data/Results
3. Vary the method of lesson presentation:		
(a) lecture		
(b) small group		
(c) large group		
(d) use audiovisuals (i.e., film-strips, study prints)		
(e) Peer tutors or cross-age tutors (i.e., take notes, monitor assignments, read aloud, listen)		
(f) demonstrations		
(g) experiments		
(h) simulations		
(i) games		
(j) 1-to-1 instruction with another adult		
*4. Provide immediate correction of errors.		
5. Have student read lesson aloud to parent, aide, volunteer, peer tutor, or teacher.		
*6. Teach reading strategies (e.g., SQ3R).		
*7. Check and increase reading comprehension of content area material using the Cloze procedure or herringbone technique.		
*8. Introduce definition of new terms/ vocabulary and review to check for understanding.		
9. Ask student to repeat directions/ assignments to insure understanding.		
10. Reassign student to appropriate academic group.		
*11. Instruct student in correction procedures.		
*12. Identify student's preferred learning style and provide appropriate instruction/materials.		
*13. Adjust instruction to accomodate vision problems.		
14. Other: _____		

Motivational/Behavioral Strategies	Method of Measurement/ Duration	Data/Results
1. Check papers by showing C's for correct and record positive score.		
2. Provide immediate reinforcement for correct response.		
3. Provide explanation of incorrect behavioral responses.		
4. Discuss inappropriate behavior with student in private.		
5. Conference with student's parents (include student as appropriate).		
6. Conference with student's other teachers (include student as appropriate).		
7. Conference with student's counselor (include student as appropriate).		
8. Conference with student's principal (include student as appropriate).		
9. Establish a home/school communication system for completion or improvement of assignments.		
10. Establish a home/school communication system for behavior monitoring.		
11. Post rules and consequences for classroom behavior.		
12. Make privileges contingent upon behavior.		
13. List small steps needed to change the behavior and implement a plan to change one step at a time.		
14. Write a contract for student behavior.		
15. Ignore inappropriate behavior.		

Motivational/Behavioral Strategies (cont.)	Method of Measurement/ Duration	Data/Results
16. Give nonverbal or verbal signals/ prompts to monitor behavior (e.g., hand signals, winks, "slow down," "quiet").		
17. Move closer to student to monitor behavior.		
18. Establish list of reinforcers (menu) for student selection.		
19. Offer social reinforcers (e.g., praise, hugs, winks) for appropriate behavior.		
20. Offer tangible reinforcers (e.g., points, tokens, stickers) for appropriate behavior.		
21. Offer activity reinforcers (e.g., extra recess, free time) for appropriate behavior.		
22. Implement a token or point system (to address a variety of behaviors).		
23. Use role play with student to practice appropriate behavior.		
24. Allow student to move to another location in the room to regain control (student-initiated).		
25. Put student on daily/weekly progress report.		
26. Keep graphs, charts, or calendars of student progress.		
27. Implement self-recording of behavior.		
28. Other: _____		

* Described in the Preassessment Resource Material manual, in Chapter III under the section "Intervention Strategies."

Source: Gail Nelson, Olathe Unified School District #233, Madelyn K. Regan, DeSoto Unified School District #232, Regular Teacher Preassessment Committees, Shawnee Mission Public School District #512, and DeSoto Unified School District #232.

SAMPLE CLASSROOM BEHAVIOR CHECKLIST

Name _____ Age ____ Sex ____ Grade ____ Date _____

School _____ Teacher _____ Time _____

Rank behaviors 1 to 5: 1 = Not applicable 2 = Never 3 = Sometimes
4 = Often 5 = Frequently

CLASSROOM MANAGEMENT — General	1	2	3	4	5
Restless, unable to sit still					
Disruptive, bothers others					
Attention-seeking					
Displays bizarre behavior, odd					
Attends to tasks					
Keeps desk and surrounding area clean and organized					
Has appropriate materials					
Written	**1**	**2**	**3**	**4**	**5**
Begins assignment on time					
Works on tasks					
Completes assignments as required					
Follows directions					
Accepts constructive suggestions					
Has homework finished on time					
Turns in neat work					
Oral	**1**	**2**	**3**	**4**	**5**
Volunteers appropriate comments and answers					
Asks appropriate questions					
Is attentive to discussion					
PERSONAL MANAGEMENT — Social	**1**	**2**	**3**	**4**	**5**
Talks out of turn					
Speaks at appropriate volume					
Engages in appropriate peer interaction					
Seems content					
Is quiet and withdrawn					
Physical	**1**	**2**	**3**	**4**	**5**
Dresses neatly and appropriately					
Keeps hair combed, hands clean, etc.					
Appears rested					
Wears glasses					
Is coordinated, gross-motor					
Has hand dominance, fine-motor established					

COMMENTS:

SC/SEQA/6

Chapter Three
Important Factors in Determining Eligibility

CHAPTER THREE

IMPORTANT FACTORS IN DETERMINING ELIGIBILITY

Not all children and youth who demonstrate a severe discrepancy between ability and achievement should be labeled as learning disabled. It is possible that a student's poor performance in the classroom is the result of factors other than a learning disability. As a safeguard against the inappropriate labeling of students as learning disabled, K.A.R. 91-12-22 (rr) and K.A.R. 91-12-58 specify exclusionary conditions. The multidisciplinary team may not identify a child as having a specific learning disability if the poor performance in school is primarily the result of:

1. Mental retardation;
2. Emotional disturbance (behavior disorders);
3. Poor achievement associated with low average ability (slow learner);
4. Environmental, cultural, or economic disadvantage;
5. Sensory impairment;
6. Motor impairments; or
7. History of an inconsistent educational program.

In order to be eligible for learning disability services, it must be established that the disorder underlying the severe discrepancy is related to a factor or groups of factors within the individual, and not primarily linked to other causes. This is a complex task. The multidisciplinary team must consider a variety of conditions and judge, as effectively as possible, their effects on the learner's performance. After a reminder that students may exhibit more than one disability this chapter provides a set of guidelines for documenting whether or not any one of the seven exclusionary conditions exist. Following the discussion of the exclusionary conditions is a sample form that can be used to document them. The last section of the chapter discusses observation techniques and provides some sample observation forms that can be used to meet the requirements of K.A.R. 91-12-58(a)(3) and (6)(C).

HEADING OUTLINE

	Page
Primary Disability	III-2
Mental Retardation	III-2
Documentation	III-3
Emotional Disturbance	III-3
Documentation	III-3
Slow Learners	III-4
Documentation	III-5
Environmental, Cultural or Economic Factors	III-5
Environmental Factors	III-5
Documentation	III-5
Cultural Differences	III-5
Documentation	III-6
Economic Factors	III-6
Documentation	III-6
Sensory and Motor Impairments	III-6
Vision	III-6
Documentation	III-7

Hearing III-7
Documentation III-7
Motor Impairments III-7
Documentation III-7
History of an Inconsistent Educational Program..... III-8
Documentation III-8
Exclusionary Factors Checklist III-9
Observation III-12
Types of Behavior Recording Techniques III-12
Continuous Recording III-12
Frequency Recording III-12
Interval Recording III-12
Duration Recording III-13
Uses of Observational Information III-13
Continuous Recording Form III-14
Frequency Recording Form III-16
Interval Recording Form III-17
Duration Recording Form III-18

PRIMARY DISABILITY

In order to be eligible for special education on the basis of a learning disability, an individual's learning problems must be the primary disability. This does not mean that a learning disabled student cannot exhibit secondary disabilities, such as emotional problems or cultural/economic differences. However, it is the responsibility of the multidisciplinary staffing team to determine if the learning problems occur independent of, or are caused by the other handicapping conditions.

If a student's learning problems can be attributed to any of the exclusionary factors, then the primary disability is not a learning disability. If the primary disability is another handicapping condition or other specified condition(s) affecting learning, then the team is required to recommend the more appropriate special education placement or refer the student back to regular education staff. In determining the primary disability, the team must consider the most dominant characteristics of the student and the problem that will require the greatest educational attention.

Note: It is possible for a student, whose primary disability is a condition other than learning disabilities (i.e., behavior disorders, etc.), to also have a learning disability. If a student is identified as having a behavior disorder as a primary handicap, it is the responsibility of the staffing team to document if a learning disability is also present. If both disabilities are present, the student should receive services in both areas. The responsibility in assuring that all needed services are addressed in the student's Individual Education Program lies with the multidisciplinary staffing team.

MENTAL RETARDATION

If a student's primary disability is identified as a significantly below average intellectual and adaptive functioning (mental retardation), he/she shall not be placed in learning disability services.

DOCUMENTATION

The results of screening and follow-up assessment must include the following areas in order to exclude mental retardation as the primary disability.

1. Has the student been given an individually administered intelligence test? If the full scale score is two standard deviations or more below the mean, a learning disability is, most likely, not the primary cause of learning problems.

2. Has the student had an individual assessment of adaptive behavior? The student must exhibit a deficit in adaptive behavior when mental retardation is identified as the primary handicapping condition.

3. Has the student had an individual assessment of school performance? This must include an achievement test and a complete examination of educational history. It is to be expected that both the mentally retarded and the learning disabled will have depressed academic scores. However, the retarded student's performance is more closely in line with his or her assessed intellectual ability, while the learning disabled student's is not. The discrepancy for the retarded student is between his/her intellectual ability level and that of his more normal peers, whereas the discrepancy for the learning disabled student is between his/her intellectual ability and his actual achievement performance.

EMOTIONAL DISTURBANCE

Two of the most difficult handicapping conditions that the staffing team must differentiate between are learning disabilities and emotional disturbance (behavior disorders). While each handicap area has always had its own criteria for identification, they seem to be easily distinguishable only in more severe cases. As one moves closer and closer to the moderate and mild areas of these two handicaps, the lines of difference become less distinct. This problem is particularly aggravated in older students who by adolescence exhibit behaviors which could be considered as valid characteristics for both areas. The staffing team must address: a) which handicap came first?, and b) which is the primary problem requiring special education? Two basic criteria for differentiation are (a) If the academic discrepancy appears to be caused by the existing emotional problems, the student's primary handicap is behavior disorders; and (b) If the emotional problems appear to be caused by the student's existing learning problems, the student's primary handicap is learning disability. This differential diagnosis remains a complex problem.

DOCUMENTATION

The screening and follow-up assessment must include the following areas to exclude emotional disturbance as the primary disability.

1. Have observations of the student's behavior taken place? These observations should be conducted by persons trained in behavioral observation procedures. The student should be observed in a variety of settings and during interactions with a variety of different people. These settings should include: (a) interaction with peers during social situations, (b) peer interaction in academic settings, (c) interaction with parents, (d) interaction with teachers, and (e) interactions with other adult authorities.

2. Have the parents, teachers, and/or student completed a checklist of student behaviors? This is especially relevant for older students.

3. Have the student's parents and teachers been interviewed? This is necessary in order to gain more information about the student's behavior patterns.

If, after reviewing this data, there are any questions as to whether the pupil's primary handicap is a learning disability or behavior disorders, a comprehensive and systematic evaluation of the student's psychological status should be initiated.

SLOW LEARNERS

Students who are performing poorly in school may not be identified as learning disabled if the amount of discrepancy between aptitude and achievement is not significant. A slow learner's lower achievement may be due to a lower ability level. For students having a measured intelligence quotient in the low average range (70-85 IQ), achievement is not expected to be at grade level. For these students, actual achievement, in many cases, is close to their intellectual ability. Therefore, these students (slow learners) whose poor performance in school can be explained by their less than average ability are not eligible for LD services.

The table below illustrates the problem of the slow learner. By the middle of fourth grade, approximately eight percent of nonhandicapped children will be reading two years below grade level. By the middle of eighth grade, the same group of slow learners will be reading over four years below grade level.

READING GRADE LEVEL FOR EQUIVALENT IQ SCORES
ON THE WOODCOCK-JOHNSON TEST OF READING ACHIEVEMENT

		GRADE PLACEMENT			
		1.5	4.5	8.5	12.5
IQ	PERCENTILE	EQUIVALENT READING LEVEL			
70	2	1.0-	1.8	2.5	4.0
81	10	1.1	2.6	4.1	5.8
90	25	1.2	3.4	6.1	8.8
93	33	1.3	3.9	6.7	10.8
100	50	1.5	4.5	8.5	12.5
106	66	1.7	5.3	10.1	12.9+
110	75	1.9	5.8	11.7	12.9+
119	90	2.4	7.8	12.9+	12.9+
128	97	3.4	9.8	12.9+	12.9+
RANGE:		2.4*	8.0	10.4*	8.9*

* Ceiling or basal effect of the test restricts these ranges.

DOCUMENTATION

1. Limited discrepancy. Based on the Kansas severe discrepancy formula, is there a severe discrepancy between actual achievement and the student's ability level?

ENVIRONMENTAL, CULTURAL, OR ECONOMIC FACTORS *

Students who are performing poorly in school may not be identified as LD if the problem is primarily due to external factors that have prevented the student from learning in a normal fashion. When this occurs, environmental, cultural, and/or economic factors may be the primary explanation for the students delayed or erratic performance in school. This occurs only on a limited basis and care must be used when excluding a student on these bases alone.

ENVIRONMENTAL FACTORS

Students who have clearly been environmentally disadvantaged should not be identified as learning disabled, unless they also have a specific learning disability. In order to be excluded on this basis, a student's home environment must have been or be substantially different from the family environment of most children and represent a severe level of deprivation, neglect, or trauma before the learning problems surfaced.

Documentation *

1. Do attendance patterns show that the student has changed schools so often, or has not attended school enough, that normal achievement gains were not possible?

2. Have there been any significant or traumatic events in the student's life that occurred prior to the advent of learning problems, that learning problems are attributable to? (e.g., divorce, deaths)

3. Is there any documentation regarding family involvement with service agencies related to significant environmental problems that will affect the student's school performance? (e.g., drug therapy, child abuse counseling, foster care services.)

CULTURAL DIFFERENCES

Students who are disadvantaged in their attempts to learn because of cultural differences should not be identified as learning disabled, unless they also have a specific learning disability. In order to be excluded on this basis, a student must have been raised in a learning environment, possibly due to cultural differences, either within or outside of the United States, that was substantially different from the mainstream of American society. Specifically, students with little experience with English, or students whose past schooling does not approximate American public education today would be excluded because of cultural differences.

* All information to be secured within the confines of the Family Educational Rights and Privacy Act and P.L. 94-142.

Documentation *

1. As required by K.A.R. 91-12-40 (d)(1)(A), does the student come from a family where English is not the predominant language used, and does this language difference severely affect the student's progress in school?

2. Has dialect or other language differences significantly affected the student's success in school?

3. Has the cultural background of the student made public school education for the student difficult?

ECONOMIC FACTORS

Students whose learning problems can be attributed to economic hardship or disadvantage should not be identified as learning disabled, unless they also have a specific learning disability. Students excluded on this basis may come from families that require substantial assistance from public or private agencies in order to survive.

Documentation *

1. Has the financial status of the student's family according to parent, student, and service agency reports severely affected the student's progress in school?
2. If the student is economically disadvantaged, have Chapter I Remedial Programs been tried?

SENSORY AND MOTOR IMPAIRMENTS

Historically, specific learning disabilities have been identified as a disorder associated with a neurological processing dysfunction. This dysfunction may manifest itself as an impairment in visual, auditory and/or motor processing functions. However, students with a primary handicap in the vision, hearing and/or motor areas due to a nonprocessing physical impairment should not be identified as learning disabled.

In order to ensure that a student's severe discrepancy between ability and achievement is primarily due to a learning disability and not the result of a physical/motor or sensory impairment, a documented evaluation by appropriate professionals is to be conducted. This evaluation should include tests of the suspected sensory and/or physical motor impairments.

VISION

Visual acuity must be within normal limits after correction, unless the impairment is temporary or not educationally relevant.

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Documentation

1. Has the student passed the school vision screening examination? (All tests must be current, i.e. within two years.)
2. If no, has the student had an opthalmologic and/or optometric exam?
3. Has the student had any medical history of eye disorder affecting visual acuity?
4. Have any recommendations for correction (provision of glasses, electronic aids, surgery, etc.) been implemented?

HEARING

Hearing acuity must be within normal limits, unless the hearing loss is temporary or not educationally relevant, such as a high frequency loss above the speech range.

Documentation

1. Has the student passed the school hearing screening examination?
2. If not, has the student had an audiologic exam?
3. Has the student had any medical history of ear disorders affecting hearing?

MOTOR IMPAIRMENTS

Neuromotor dysfunctions such as those found in cerebral palsy and muscular dystrophy may adversely affect a student's learning. However, if the motor dysfunction is the primary cause of a learning problem, the student should not be identified as learning disabled. Students with mild motor coordination problems, which may be characterized as a maturational delay in development, may be considered for identification as learning disabled providing the motor incoordination adversely affects achievement.

Documentation

The results of screening and follow-up assessments must include one or more of the following areas in order to exclude motor impairments as a primary disability.

1. Has the student passed the school motor screening examination given by the physical education staff?
2. Has the student been given a motor evaluation by the adaptive physical education staff?
3. Has the student been evaluated by a physical and/or occupational therapist?
4. Has the student had a neurological evaluation?

HISTORY OF AN INCONSISTENT EDUCATIONAL PROGRAM*

Students who have had an inconsistent educational program may well be achieving at a level below their ability and not be learning disabled. Students who are not achieving up to their ability due to an inconsistent educational program should not be identified as learning disabled, unless they also have a specific learning disability. The inconsistent educational program may be due to frequent changes of schools, attendance at a school(s) with an educational program considerably at variance with that of the traditional American schools and, particularly, extensive absences due to accidents, prolonged illness or chronic health problems.

DOCUMENTATION

1. Do the student's records or other information indicate that there have been frequent changes of schools?

2. Do the student's records, parental reports or other information indicate that any previous school attended had a nontraditional educational program?

3. Do attendance records, parent reports or other information indicate excessive absences due to accidents, prolonged illness or chronic health problems?

On the following three pages is a sample checklist that can be used to summarize the screening and comprehensive evaluation results in relation to exclusionary factors.

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EXCLUSIONARY FACTORS CHECKLIST

Form III-A

MENTAL RETARDATION	CONSIDERED	RESULTS REPORTED (Include dates)
Individual Assessment of Intellectual Ability (mental retardation is two or more standard deviations below the mean)		
Individual Assessment of Adaptive Behavior		
Individual Assessment of Academic Achievement (Severe discrepancy)		
Classroom Observation		
EMOTIONAL DISTURBANCE*		
Peer Interaction		
Academic		
Social		
Parent Interaction		
Teacher Interaction (for secondary-several teachers)		
Authority Interaction		
Classroom		
Academic (secondary-several classes)		
Daily Behavior Log		
Behavior Checklists		
Student		
Teacher		
Parent		
Interviews		
Teacher		
Student (when appropriate)		
Parent		

EMOTIONAL DISTURBANCE (CONT'D)	CONSIDERED	RESULTS REPORTED
Psychologist		
Social Worker		
Counselor		
Evaluations		
Psychological Assessment Cognitive		
Projective		
Psychiatric Assessment		
Social Work Evaluation		
SLOW LEARNER		
IQ Range (70-85)		
Limited Discrepancy Between Ability and Achievement		
ENVIRONMENTAL DISADVANTAGE*		
Interrupted School Attendance		
Traumatic Family Events		
Service Agency Reports (significant environmental problems)		
CULTURAL DIFFERENCES*		
Primary Language Other Than English		
Dialect or Language		
Cultural Differences		
ECONOMIC DISADVANTAGE*		
Economic Hardship		
Chapter One Remedial Programs		

SENSORY IMPAIRMENTS	CONSIDERED	RESULTS REPORTED
VISION		
School Vision Screening		
Opthalmalogic/Optometric Examination		
Medical History of Vision Disorder		
HEARING		
School Hearing Screening		
Audiologic Examination		
Otologic Examination		
Medical History of Hearing Disorder		
MOTOR IMPAIRMENTS		
School Motor Screening by P.E. Staff		
Evaluation by Adaptive Phy. Ed. Staff		
Evaluation by Phy. T. and/or O.T.		
Neurological Examination		
HISTORY OF AN INCONSISTENT EDUCATIONAL PROGRAM*		
Frequent School Changes		
Nontraditional Educational Programs		
Excessive Absences		

* All information to be secured within the confines of the Family Educational Rights and Privacy Act and P.L. 94-142.

SEAY/2

OBSERVATION

K.A.R. 91-12-58 requires that at least one evaluation team member, other than the student's regular teacher, shall observe the child's academic performance in the regular classroom setting. In the case of a preschool age or out-of-school child, the observation shall be made in an age-appropriate environment. Relevant observations as to the pupil's behavior and learning are to be recorded. The individual responsible for the observation must be someone who is trained to use observation as a diagnostic procedure.

The purposes of a direct observation are to: (1) provide information about a student in a naturalistic (not testing) setting; (2) record behavior as it occurs, not retrospectively; and (3) obtain information from an impartial observer using clearly specified recording procedures. Direct observation can identify both student behaviors and environmental factors that may need to be modified in order to obtain academic growth.

TYPES OF BEHAVIOR RECORDING TECHNIQUES

There are many different ways of observing a student's performance in the classroom. The choice of technique depends on the training of the observer, the behavior to be observed, and, to a lesser extent, characteristics of the classroom. No matter what techniques are used, it is important that the behaviors to be observed are specified clearly, so that there is a minimal amount of inference by the observer. It is strongly recommended that another "average" student also be observed for purposes of comparison. Four types of observation techniques are described below and sample recording forms for each are included at the end of this section.

Continuous recording. (Running narrative). The observer writes a narrative describing all behaviors as they occur. After the observation, the narrative can be reorganized into an ABC chart, with columns listing events occurring prior to the behavior (Antecedents), the student's response (Behavior), and the events following the behavior (Consequences).

Frequency recording. (Event recording). The observer counts each occurrence of the target behavior(s) during the observation. Often, the total number of occurrences is divided by the number of minutes observed to provide an estimate of the average rate of occurrence. This procedure works best when behaviors occur with moderate frequency. When the behavior is easily observed, this method can be used to observe more than one behavior or the same behavior in different students.

Interval recording. The observation period is divided into equal intervals (for example, 15 or 30 seconds). The observer records whether or not the behavior occurred during each interval of time. The intervals should be short enough so that the behavior occurs only once during the interval. This method is especially useful for behaviors which do not have an easily determined beginning or end. It can be used for recording the behavior of 2 students at the same time by alternating the observation intervals between the two students. More than one behavior can be recorded by developing a simple code. For example, a T can be recorded if the student is on-task, an N if he/she is making noise, an O if he/she is out of his seat, a P if he/she is interacting with a peer, etc.

Duration recording. Duration recording is used when the observer wants to record how much time a student engages in a certain behavior, not how frequently it occurs. For example, if a student stays out of his/her seat for long periods of time, it would be more useful to know that he/she was out of his/her seat 10 minutes during a 20-minute observation than that he/she left his/her seat three times. This method can be used only when a behavior has an easily determined beginning and end. The most convenient way to do duration recording is to use a stopwatch. Timing is begun when the behavior starts and interrupted each time the behavior ends. Then the total amount of time this student engaged in the behavior is read from the stopwatch at the end of the observation period.

USES OF OBSERVATIONAL INFORMATION

A classroom observation can provide important information for both diagnostic and programming purposes. For example, the information obtained from an observation can be used to corroborate findings of standardized tests or to identify problem areas that need to be evaluated with further diagnostic testing. Observational data can also provide information about behavior problems that may be related to the student's academic failure. Following are some questions that may be considered when observing a student:

How does the student use language skills when making oral responses in the classroom?
Do the student's responses indicate difficulty with auditory processing skills?
How does the student position him/herself when attempting written assignments?
Is the student's learning problem interfering with his/her social functioning?
How does the student cope with the frustration of difficult work?

When selecting behaviors to be targeted for frequency or interval recording, the following are some of the categories of behaviors that need to be considered:

attending skills
organizational skills
ability to cope with changes in classroom routine
social acceptance/peer interactions
willingness to volunteer
on-task behavior
assignment completion
ability to follow directions
memory skills
student-adult interactions

After the type of behavior to be observed has been chosen, an operational definition of that behavior needs to be developed. Another person might wish to observe the student at a later time and it is important that the same behaviors be counted so as to obtain an accurate measure of any changes which may have occurred.

FORM III-B
PART 1

CONTINUOUS RECORDING FORM

Student:

Date:

School:

Time Start:

Teacher:

Time Stop:

Activity:

Total Time:

Sketch of Classroom:

Narrative:

FORM III-B
PART 2

CONTINUOUS RECORDING FORM
ABC CHART

Antecedents	Behavior	Consequences

FORM III-C

FREQUENCY RECORDING FORM

Student:

School:

Teacher:

Activity:

Date:

Time Start:

Time Stop:

Total Time:

Frequency Total:

Behaviors Observed:

B1 _____

B2 _____

B3 _____

B4 _____

	Student	Peer
B1:		
B2:		
B3:		
B4:		

	Student	Peer
B1		
B2		
B3		
B4		

Record a tally mark in the correct section each time that behavior occurs. At the end of the observation period, count the number of marks in each section and record under "Frequency Total."

FORM III-D

INTERVAL RECORDING FORM

Student: _____ Date: _____

School: _____ Time Start: _____

Teacher: _____ Time Stop: _____

Activity: _____ Total Time: _____

Behavior Code: _____ Interval Length: _____

_____

_____

_____

_____

Student										
Peer										
Student										
Peer										
Student										
Peer										
Student										
Peer										
Student										
Peer										

SEAY/2

FORM III-E

DURATION RECORDING FORM

Student: Date:

School: Time Start:

Teacher: Time Stop:

Activity: Total Time:

Behavior Observed:

Total time student exhibited behavior:

Percent time student exhibited behavior:

(behavior time/observation time) x 100 = percent time)

REFERENCES

Lerner, J.W. (1971). Children with learning disabilities: Theories, diagnosis, and teaching strategies. Boston: Houghton-Mifflin.

Mash, E. J. & Terdal, L. G. (1976). Behavior therapy assessment. New York: Springer Publ. Co.

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Chapter Four
Measuring Aptitude

CHAPTER FOUR

MEASURING APTITUDE

The purpose of this chapter is twofold: first, to give some general guidelines for test selection and administration, and second, to give some guidelines for measuring aptitude. For this purpose the chapter consists of two parts: "Test Selection and Use" and "Guidelines for Measuring Aptitude." Under "Test Selection and Use" some general guidelines for selecting tests for use in determining a severe discrepancy are given. These guidelines are appropriate for selecting both aptitude and achievement tests. Following this are some guidelines for judging the validity of test results. Again, these guidelines are applicable to both aptitude and achievement tests. Under the second part, "Guidelines for Measuring Aptitude," tests which are appropriate for use in determining a severe discrepancy are given; then special problems in determining the appropriate measure of aptitude are addressed; and finally, some guidelines for testing special populations are given.

HEADING OUTLINE

	Page
Test Selection and Use	IV-1
Test Selection Criteria	IV-1
Test Validity	IV-2
Checklist for Evaluating Testing Conditions	IV-2
Guidelines for Measuring Aptitude	IV-4
Tests Appropriate for Use in Calculating a Severe Discrepancy	IV-4
Determining the Appropriate Measure of Aptitude	IV-4
Factor scores	IV-5
Verbal-Performance Differences	IV-7
Testing Special Populations	IV-7
Aptitude Testing of Young Children	IV-7
Aptitude Testing of Special Populations	IV-9

TEST SELECTION AND USE

While the documentation of a significant discrepancy is not to be the only information used for identification and placement (see Chapter III "Important Factors in Determining Eligibility"), a discrepancy is the focus of the learning disabilities definition. Therefore, strict criteria must be used in selecting and using test(s) for this purpose. Such critera have been established by the American Psychological Association (APA) and may be found in Standards for Educational and Psychological Tests (1985). In addition, the Ninth Mental Measurements Yearbook (Mitchell, 1986) is a valuable reference for evaluating tests. In addition to the standards set by the APA, State and Federal requirements further define the parameters that tests used in evaluation of handicapped children must meet.

TEST SELECTION CRITERIA

(1) Individually administered
(2) Standardized (tests must have precise directions for administration and be administered exactly as specified)

(3) Norm referenced (compares an exceptional student's performance to that of a nationally representative normative group)
(4) Provides standard scores
(5) Age, language and culture appropriate
(6) Valid
    (a) Construct validity (test or subtest measures a single construct, e.g., reading, indicated by high internal consistency reliability)
    (b) Content validity (test or subtest measures the universe or domain of the content which it purports to measure)
    (c) Criterion validity (test or subtest predictive of criterion performance, e.g., a reading test will be predictive of actual reading performance, indicated by a strong correlation with actual achievement or another established measure of achievement)

(7) Reliable (test or subtest is free from errors of measurement, indicated by high test-retest or alternate forms correlation coefficient. The reliability coefficient should be at least .90. Internal consistancy reliability may be considered if other forms are not available.).

TEST VALIDITY

State and Federal laws and regulations regarding comprehensive evaluations outline basic requirements to help assure valid test results. Among these are: (a) any test or evaluation material be validated for the specific purpose for which it is used; (b) administration be in conformance with the instructions provided; (c) administration is by a professional holding a current certification or licensure to give and interpret that test; (d) the test be administered in the language best understood by the child; and (e) the test not reflect sensory, motor or speaking impairments.

There are many other factors that need to be considered when evaluating test results for validity. A checklist of some of these factors has been included. In addition to considering these factors, it is always wise to double check one's scoring. Many tests have complicated and involved scoring procedures and even the most careful and experienced examiner can make simple errors. In fact, it is recommended that there be a peer review of test protocols before the comprehensive evaluation team meets.

CHECKLIST FOR EVALUATING TESTING CONDITIONS *

Environmental Conditions:

1. Was the testing room an appropriate size?
2. Was the testing room well-lit?
3. Was the testing room well-ventilated?
4. Was the testing room free from visual distractions?
5. Was the testing room free from auditory distractions?
6. Was the testing room free from visual obstructions?
7. Were the table and chair at the appropriate height for the child?
8. Was the testing procedure free from interruptions?

* Based on a checklist provided by Dr. Robert Harrington, University of Kansas.

The Examinee's Dispostion

1. Was the examinee alert and rested?
2. Was the test session scheduled so as not to conflict with other high-interest activities for the examinee?
3. Was the examinee motivated to perform well?
4. Did the examinee appear to exert maximum effort?
5. Did the examinee display a positive attitude toward the testing?
6. Did the examinee appear anxious about the testing?
7. Did the examinee exhibit an expectancy of failure?
8. Does the examinee have any physical handicaps (hearing, vision, orthopedic, on medication)?
9. Does the examinee have the other physical abilities necessary to complete the test (e.g. knowledge of the English language)?

The Examiner

1. Was the examiner appropriately attired?
2. Was the child able to understand the examiner's speech (volume, speed, pronunciation, accent)?
3. Was the examiner at ease with the child?
4. Did the examiner properly and accurately introduce the purpose of the assessment?
5. Was the examiner friendly?
6. Was the examiner free from distracting mannerisms?
7. Was the examiner emphathetic and interested?
8. Did the examiner accept the examinee's attitudes?
9. Was the examiner biased? If so, in what way?

The Examination

1. Was the atmosphere permissive?
2. Was the pace of the examination appropriate to the examinee's abilities?
3. Were the examiner's vocabulary and concepts suited to the examinee?
4. Were test procedures adequately explained to the examinee?
5. Was the examiner aware of signs of fatigue?
6. Was fatigue handled adequately?
7. Was the examiner aware of emotional upsets?
8. Was emotionality handled adequately?
9. Did the examiner include critical material (material containing the solution) in his explanations?
10. Did the examiner strive to have the examinee clarify vague responses through additional questioning?
11. Were inqueries made in a non-threatening manner?
12. Was the examinee praised noncontingently?
13. Did disruptions in testing arise? If so, how did the examiner handle them?
14. Were tests given hurriedly?
15. Did the examiner manipulate materials with ease and confidence?
16. Did the examiner follow the standardized procedures carefully?
17. Were responses recorded in the record booklet and scored?
18. Was the examination terminated on a positive note?

On Handling Resistance:

1. Was the child's response style quick and impulsive?
2. Did the child often not respond to questions or say, "I don't know?"
3. Did the child refuse to answer some questions or become obstinate?
4. Did the child often respond "I can't" to questions?
5. Did the child become silly or loud?
6. Did the child refuse to work until he got the attention of the examiner?

For more information concerning test administration and the assessment milieu, see:

Cronbach, L. J. (1970) Essentials of psychological testing (3rd edition). New York: Harper and Rowe, Publishers.

Palmer, J. O. (1970) The psychological assessment of children. New York: John Wiley and Sons, Inc.

Chapter 10-The Assessment Milieu and the Referral
Chapter 11-Conducting the Assessment

Sattler, Jerome M. (1974) Assessment of children's intelligence (Revised Reprint). Philadelphia: W. B. Saunders Company.

Chapter 5-The Role of the Examiner in Administering Individual Intelligence Tests
Chapter 6-The Examiner-Examinee Relationship

GUIDELINES FOR MEASURING APTITUDE

TESTS APPROPRIATE FOR USE IN CALCULATING A SEVERE DISCREPANCY

Based on the criteria set down by the American Psychological Association and State and Federal requirements, the following aptitude tests have been judged by the State Task Force Committee on Tests as appropriate for use in calculating severe discrepancies:

Kaufman Assessment Battery for Children. (K-ABC) (American Guidance Service, 1983).

Wechsler Adult Intelligence Scale - Revised (WAIS-R) (American Guidance Service, 1981)

Wechsler Intelligence Scale for Children - Revised (WISC-R) (American Guidance Service, 1974)

Wechsler Preschool and Primary Scale of Intelligence (WPPSI) (American Guidance Service, 1967).

It should be noted that the Stanford-Binet Intelligence Scale: Fourth Edition had not been evaluated at the time of the printing of the Guidelines. This was due to the fact that some of the technical publications for the test were not available. The Task Force Committee on tests will evaluate the Stanford-Binet when the technical data becomes available.

DETERMINING THE APPROPRIATE MEASURE OF APTITUDE

Due to specific deficits associated with a learning disability, the total score on a test of intellectual ability may not be a true measure of ability. In these instances, scores other than the full scale score may be more representative of the individual's intellectual ability. Enough research has been carried out with a few tests so that some guidelines can be given for determining when it is more appropriate to use a score other than the full scale score. This section

provides some guidelines for determining when to use a score other than the full scale score. It should be noted that this section applies only to the Weschler tests. When the K-ABC is used, the composite score should always be used in determining whether or not a severe discrepancy is indicated. Neither the Simultaneous nor the Sequential Scores of the K-ABC should be used in place of the Composite Score for determining a severe discrepancy.

The Full Scale score on the Wechsler tests is preferred for determining a severe discrepancy. The following sequence is suggested for determining whether or not the Full Scale is the most appropriate measure of intellectual ability. First, if the WISC-R has been given, the results should be examined to determine if indicators of distinct Verbal Comprehension, Perceptual Organization and Freedom from Distractability factors exist. If indicators of distinct factors are found, then the factor scores should be calculated and evaluated to determine if either the Verbal Comprehension or Perceptual Organization factor is a more appropriate measure of intellectual ability than the Full Scale.

Second, if no indicators of separate factors are observed, or a Wechsler test other then WISC-R was given, then the Verbal and Performance Scale scores should be examined to determine if they are significantly different. If neither significant factors nor scaled score differences are found, the Full Scale should be used.

Factor scores. Factor analysis of the WISC-R has shown the presence of three factors, organized as follows (Gutkin, 1978; Kaufman, 1979; Sattler, 1982).

Verbal Comprehension (VC)	Perceptual Organization (PO)	Freedom from Distractability (FFD)
Information	Picture Completion	Arithmetic
Similarities	Picture Arrangement	Digit Span
Vocabulary	Block Design	Coding
Comprehension	Object Assembly	

Calculation of factor scores is appropriate only for the WISC-R. If another Wechsler test has been given it may be evaluated for Verbal-Performance Scale differences as outlined in the section following this one.

In determining whether or not it is appropriate to use a factor score in place of the Full Scale on the WISC-R, the steps detailed below should be followed:

1. Determine if a distinct and unitary freedom-from-distractability (FFD) factor is indicated.

2. Calculate the three factor scores.

3. Determine whether the freedom-from-distractability (FFD) is significantly different from either the verbal comprehension (VC) or perceptual organization (PO) and whether the verbal comprehension and perceptual organization are significantly different from each other.

1. Determine FFD uniqueness. The freedom from distractability (FFD) factor may be described as the ability to attend and concentrate (and may involve numerical facility also). Therefore, in cases where the student has extreme difficulty with attending behaviors or arithmetic skills, the Verbal Comprehension (VC) and Perceptual Organization (PO) factors may provide a better measure of his/her verbal and nonverbal intellectual functioning than do the Verbal and Performance Scale IQs. Caution needs to be used in deciding when it is appropriate to calculate and interpret the three-factor method of analysis. Generally it is meaningful only if the freedom-from-distractability factor meets the two following conditions:

a. It is distinct - this means it in fact differs from at least one of the other two factors. As a rule of thumb, the scaled scores of the subtests forming the FFD factor should vary from the mean verbal or performance subtest score by at least three points before calculating a deviation quotient. In the example below, this condition is met. The mean of FFD scaled scores is 4.3, [(4+3+6)÷ 3]. The mean of VC is 9.3, [(8+9+10+10) ÷ 4] and for PO 14.0, [(12+15+13+16) ÷ 4].

b. It is unitary - This means that the values of the scaled scores of the subtests within the FFD factor should be similar. If the range is too large, then the scores do not reflect the operation of a distinct cognitive factor. In the example below, this condition is also met. The scaled scores making up FFD are no more than three units apart (i.e., 4, 3 and 6).

2. Calculate factor scores. Deviation IQs may be determined for each of the three factors using Table E in the Appendix. For all factors the first step is to compute the sum of the scaled scores of the subtests within that factor. The next step is to find the sum of the scaled scores in column "sum" of Table E. Finally, go across that row and find the "deviation IQ" corresponding to the value in the sum column for the desired factor.

Example:

FSIQ = 101 VIQ = 89 PIQ = 114

Subtest Scaled Scores

VC Factor	PO Factor	FFD Factor
I = 8	PC = 12	A = 4
S = 9	PA = 15	DS = 3
V = 10	BD = 13	
C = 10	OA = 16	CD = 6
Sum 37	56	13

Deviation IQ From Table E

96	126	63

3. Determine if significantly different. The size of the differences among the three factors can then be evaluated for significance. The following differences are significant at the .01 level:

between Verbal Comprehension and Perceptual Organization: 16 pts.
between Verbal Comprehension and Freedom from Distractability: 18 pts.
between Perceptual Organization and Freedom from Distractability: 19 pts.

Thus, in the above example, the differences among all three factors are significant. (VC - PO = 30; VC - FFD = 33; PO - FFD = 63) In such an instance, where a significant difference between factors exists, the Verbal Comprehension or Perceptual Organization deviation quotient-- whichever is higher--may be used as the aptitude score in determining a significant aptitude-achievement discrepancy. The Freedom from Distractability score should never be used to determine the presence of a severe discrepancy.

If the Freedom-from-Distractability factor is found not to be distinct and unitary, or if none of the differences among the factors is significant, then it is preferable to use the Verbal, Performance, or Full Scale IQ, whichever is appropriate, as the aptitude score in determining the presence of a significant aptitude-achievement discrepancy.

Verbal-Performance Differences. It is generally agreed that use of the Full Scale IQ alone is not appropriate when a significant difference between Verbal and Performance Scale IQ scores exists. Thus, when there is a difference of 15 or more points between the Verbal and Performance Scale IQs, the higher of the scores may be used as the measure of aptitude for determining the presence of a significant aptitude-achievement discrepancy, if it is believed to be more representative of the student's true ability. It should be remembered that 25% of the population has a discrepancy between the Verbal and Performance Scale of this magnitude. There is a wide range of possible explanations for the existence of a Verbal-Performance Scale IQ difference. The possibilities include differences in verbal or non-verbal intelligence, the presence of a psycholinguistic deficiency, socioeconomic influences, language or dialectical differences, coordination problems, or the student's reaction to time pressures (see Kaufman, 1979, for a discussion of these and other possible explanations).

TESTING SPECIAL POPULATIONS

There are some special populations for whom obtaining an accurate measure of aptitude is particularly difficult. These populations include young children and those who are not proficient in English, come from different cultural backgrounds or have sensory, motor, or speech/language difficulties.

Aptitude Testing of Young Children. Ability testing of young children needs to be approached with great caution. The content of infant tests is primarily perceptual-motor in nature, and as a result, these tests have limited predictive power in regard to cognitive functioning at older age levels. While tests for four- and five-year olds typically include many tasks measuring language and reasoning skills, as do aptitude tests for older children, developmental spurts and lags can cause great variability in the scores obtained for an individual child. Environmental influences can also heavily influence these scores.

Table 1 lists some tests that may be useful for evaluating the aptitude of young children. Some of the tests may also be helpful for evaluating kindergarten or first grade children. As always, when choosing a test, the examiner will need to take into consideration the test's reliability, validity, and normative data, the characteristics of the child being evaluated, and the type of information being sought.

Because of the many variables that may preclude a reliable measure of both aptitude and achievement for a preschooler, the categorical label of "learning disabled" should be assigned to young children with great caution. If possible, it would be preferable to use the label "preschool handicapped" for young children in need of special education services.

The tests listed below in Table 1 may be useful in providing additional information regarding a young child's cognitive functioning.

Table 1
Some Useful Tests for Evaluating Aptitude of Preschoolers

Tests and Publishers	Age Range
Arthur Adaptation of the Leiter International Performance Scale. Los Angeles, CA: Western Psychological Services, 1950.	2 yrs.-12 yrs.
Bayley Scales of Infant Development. New York, NY: The Psychological Corporation, 1969.	2 mos.-2 1/2 yrs.
Columbia Mental Maturity (3rd. ed.) New York, NY: Harcourt brace Jovanovich, 1972.	3.6 yrs.-12 yrs.
French Pictorial Test of Intelligence. Boston: Houghton-Mifflin, 1964.	3 yrs.-8 yrs.
Goodenough-Harris Drawing Test. New York: Harcourt brace Jovanovich, 1963.	3 yrs.-15 yrs.
Kaufman Assessment Battery for Children Circle Pines, MN: American Guidance Service, 1983.	2.6 yrs.-12.6 yrs.
McCarthy Scales of Children's Abilities. New York, NY: The Psychological Corporation, 1972.	2.6 yrs.-8.6 yrs.
Merrill Palmer Chicago, IL: Stolting Company, 1931.	18 mos.-6 yrs.
Stanford-Binet Intelligence Scale (4th ed.) Chicago, IL: Riverside Publishing Company, 1985.	2 yrs.-Adult

Slosson Intelligence Test. 2 wks.-Adult
Los Angeles, CA: Western Psychological Services, 1963.

Uzgiris and Hunt Infant Psychological Development Scale. 2 wks.-2 yrs.
Urbana, IL: University of Illinois Press, 1975.

Wechsler Preschool and Primary Scale of Intelligence. 4 yrs.-6 1/2 yrs.
New York, NY: The Psychological Corporation, 1967.

Aptitude testing of special populations. There are certain groups of students that may be referred for evaluation for a suspected learning disability for whom use of a Wechsler scale or K-ABC may be inappropriate. These groups might include students of different cultural backgrounds, those who are not proficient in the English language, or students with sensory, motor or speech/language difficulties.

The tests listed in Table 2 do not require verbal responses by the student, but vary in regard to the level of receptive language and motor skills required. The examiner may wish to use one of the tests for supplemental information when administering all or parts of more traditional aptitude tests. If the tests approved for evaluating aptitude are deemed to be totally inappropriate for a certain student, then appropriate informal methods of evaluation need to be utilized and documented in addition to the tests listed below. As always when choosing a test, the examiner needs to consider the test's reliability and validity, characteristics of the student, and whether the test will provide the type of information being sought.

The tests listed below in Table 2 may be useful in providing additional information regarding the cognitive functioning of individuals from special populations.

Table 2
Some Useful Tests for Evaluating
Aptitude of Special Populations

Tests and Publishers	Age Range
Arthur Adaptation of the Leiter International Performance Scale. Los Angeles, CA: Western Psychological Services, 1950.	2 yrs.-12 yrs.
French Pictorial Test of Intelligence. Boston, MA: Houghton-Mifflin, 1964.	3 yrs.-8 yrs.
Hiskey-Nebraska Test of Learning Aptitude. Lincoln, NE: Marshall S. Hiskey, 1966.	3 yrs.-17 yrs.
Nonverbal Test of Cognitive Skills. Columbus, OH: Merrill Publishing.	Grades K-7
Test of Nonverbal Intelligence. Austin, TX: Pro-Ed.	5 yrs.-Adult

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Chapter Five

Measuring Achievement for Evaluation and Programming

CHAPTER FIVE

MEASURING ACHIEVEMENT FOR EVALUATION AND PROGRAMMING

The purpose of this chapter is to provide guidelines which will enable the multidisciplinary evaluation team to select measures of achievement appropriate for documenting:

(1) severe discrepancy during the identification phase and
(2) current levels of academic functioning to be used in individual educational program development and later during program monitoring and review.

In the first section of the discussion which follows, specific recommendations are given for use in selecting achievement tests to document severe discrepancies. The second section reviews some basic characteristics of achievement tests and assessment procedures in gathering information for program development. A third section defines each of the eight achievement areas and includes lists of tests available according to area of achievement. Finally, some special considerations will be provided for assessing and interpreting information from achievement measures.

HEADING OUTLINE

Page

Significant Discrepancy V-1
  Test Selection Criteria V-2
  Tests Appropriate for Use in Calculating
    A Severe Discrepancy V-2
  Spelling Not An Achievement Area V-3
Assessing Current Levels of Achievement V-3
  Testing for Identification, Programming & Evaluation... V-4
Eight Achievement Areas: Definitions and Assessment
  Suggestions V-6
  Preacademic Skills V-6
  Oral Expression V-10
  Listening Comprehension V-13
  Written Expression V-14
  Basic Reading Skills and Reading Comprehension..... V-17
  Mathematics Calculation V-20
  Mathematics Reasoning V-22
Special Considerations in Interpreting Results of
    Individual Achievement Assessment V-23
  Summary V-24

SIGNIFICANT DISCREPANCY

While the documentation of a significant discrepancy is not to be the only information used for identification and placement (see Chapter III "Important Factors in Determining Eligibility"), a discrepancy is the focus of the learning disabilities definition and strict criteria must be used in choosing an appropriate achievement test(s) for this purpose.

Such critera have been established by the American Psychological Association and may be found in Standards for Educational and Psychological Tests (1985). In addition, the Ninth Mental Measurements Yearbook (Mitchell, 1986) is a valuable reference for evaluating tests.

TEST SELECTION CRITERIA

(1) Individually administered
(2) Standardized (tests must have precise directions for administration and be administered exactly as specified)
(3) Norm referenced (compares an exceptional student's performance to that of a nationally representative normative group)
(4) Provides standard scores
(5) Age, language and culture appropriate
(6) Valid
    (a) Construct validity (test or subtest measures a single construct, e.g., reading, indicated by high internal consistency reliability)
    (b) Content validity (test or subtest measures the universe or domain of the content which it purports to measure)
    (c) Criterion validity (test or subtest predictive of criterion performance, e.g., a reading test will be predictive of actual reading performance, indicated by a strong correlation between actual achievement or another established measure of achievement)
(7) Reliable (test or subtest is free from errors of measurement, indicated by high test-retest or alternate forms correlation coefficient. The reliability coefficient should be at least .90. Internal consistancy reliability may be considered if other forms are not available.).

TESTS APPROPRIATE FOR USE IN CALCULATING A SEVERE DISCREPANCY

Based on the criteria set down by the American Psychological Association (1985) the following achievement tests have been judged appropriate for use in calculating severe discrepancy by the State Task Force Committee on Tests for Determining a Severe Discrepancy:

Kaufman Assessment Battery for Children
(American Guidance Service, 1983). Reading Decoding and Reading Understanding subtests only.

Kaufman Test of Educational Achievement
(American Guidance Services, 1985). Reading Composite, Reading Decoding, Reading Comprehension, Math Composite, Mathematics Applications and Mathematics Computation only.

Woodcock-Johnson Psycho-Educational Battery, Part II
(Teaching Resources Corporation, 1978). Reading Cluster, Mathematics Cluster and Written Language Cluster only.

Woodcock Reading Mastery Tests
(American Guidance Service, 1973). Total Reading, Word Identification, Word Attack and Passage Comprehension only.

SPELLING NOT AN ACHIEVEMENT AREA

Spelling is considered to be a subskill under written expression. It is recommended that students not be identified as having a severe discrepancy on the basis of spelling alone.

ASSESSING CURRENT LEVELS OF ACHIEVEMENT

Assessment of individual achievement is part of a system of services, not an isolated activity. Beginning with the initial screening and identification phases and on through the annual review, assessment should be a continuous process. Special educators must know what types of information can be derived from a variety of achievement tests and assessment procedures in order to meet the needs of the learning disabled student. Basic characteristics of individual achievement tests in regard to the types of information they provide include the following:

(1) Norm Referenced vs. Criterion Referenced:

(a) Norm referenced tests are used to compare a student's performance to that of a peer group. These tests usually yield a percentile rank, frequently a standard score, and often a grade and/or age score as well. Administration and scoring procedures are clearly stated. Such tests aid in screening for learning problems, placement decisions and evaluating progress.

(b) Criterion referenced tests also have standard administration and scoring procedures, but are not used for the purpose of comparisons. The primary purpose of these tests is in determining mastery of subject matter. Criterion referenced tests are helpful in planning instruction and usually provide a mastery level stated as a percentage correct score.

(2) Formal vs. Informal Procedures:

(a) Formal procedures are usually established for standardized, normative tests, e.g., administration and scoring are clearly described, highly structured and are to be carried out exactly as stated.

(b) Informal procedures are less structured. Instruments such as an arithmetic worksheet, spelling dictation, or a reading inventory are examples of informal procedures. Criterion referenced tests, systematic behavior observations, and checklists are also considered informal if they lack norms or points of comparison. Scoring and interpretation of these measures often rely on subjective judgement but provide detailed information for program development and monitoring.

(3) Global vs Specific:

(a) Global tests give an overview of a student's current performance levels. A students national standing expressed as a percentile, or a standard, grade or age score is generally provided. Global tests are usually formal norm referenced tests, e.g., Woodcock Reading Mastery Tests. These tests have a wide range of items, but only a few of each type.

(b) Specific tests and procedures are used to analyze areas of weak performance for specific program planning and evaluation. Such tests have many items in a narrow range and are usually informal or criterion referenced. Examples are tests of addition facts, grade level sight words and the subtraction process.

TESTING FOR IDENTIFICATION, PROGRAMMING AND EVALUATION

Information from testing is used in identification, programming and evaluation. The type of testing varies with the purpose for which it is being carried out. While the purposes and types of tests may not be the same, they should be viewed as being integrated parts of one continuous process. Screening is the first step in identification. Informal testing carried out routinely by teachers should alert them to potential learning problems. Such testing includes daily assignments, chapter tests and those tests covering grading periods, e.g. semester exams. In addition, norm referenced group tests also alert school personnel to potential learning problems. Information from such tests is used during preassessment and, when found necessary, in making a decision to refer for a formal evaluation.

For purposes of identification, norm referenced tests are used. These are individually administered tests. However, while norm referenced tests indicate general performance levels, they do not provide the information necessary for educational programming. These tests can, however, indicate areas in which diagnostic testing should be carried out to identify the specific strengths and weaknesses and learning style of the student. The purpose of this diagnostic testing is to gain information for programming. It cannot be emphasized too strongly that norm referenced tests used in identification are not sufficient by themselves for writing I.E.P.s.

In order to structure information gathered in achievement assessment for instructional program development, it would be helpful to ask the following questions (McLaughlin & Lewis, 1981):

* Can the test produce the kind of information needed for purpose(s) of the assessment?
* Is it efficient in terms of time and cost?

- Is it appropriate for the student's age, sex, and culture?
- Can it accommodate the student's handicap?
- What are the requirements of the professional using it?
- Is it a valid and reliable procedure?
- What is the general level of the student's academic achievement?
- What is the level of development of specific learning abilities and strategies?
- Is the assessment information related to a school performance problem?
- What are the student's educational needs?

Once a student has been identified and an educational program developed, specific informal tests are used to evaluate daily progress. These may be teacher-made or come from published educational materials. Formal criterion referenced tests may be used along with specific informal tests to evaluate achievement over longer periods of time. The purpose of this testing is to judge the success and appropriateness of the educational program with regard to specific educational objectives.

Global norm referenced tests are also a part of program evaluation. The tests discussed in the paragraph above determine progress in meeting specific educational objectives, while global tests determine progress in comparison to the student's age peers. Information from both types of testing is used in determining whether or not a student should continue receiving special services and, if so, at what level of intensity.

EIGHT ACHIEVEMENT AREAS: DEFINITIONS AND ASSESSMENT SUGGESTIONS

Eight achievement areas are recognized in the State definition of specific learning disabilities as ones in which the handicapping condition may evidence itself as a severe discrepancy from aptitude. Unfortunately, tests which meet the high standards necessary for determining a severe discrepancy do not exist for all eight academic areas at this time. For those areas in which it is not possible to determine a severe discrepancy, the identification team must rely on other data. However, when considering any data, one must always evaluate it with respect to the student's aptitude or intellectual ability. It should be remembered that a student whose intellectual capacity is at the 5th percentile (an IQ of 75 on a Wechsler test) will most likely exhibit speech, language, motor, and other skills at this level as well. To expect a student whose intellectual ability is between one and two standard deviations below the norm to function at an average level is unrealistic. When evaluating low functioning students whose ability is between one and two standard deviations below the norm, it is imperative that the evaluation team determine what speech, language, motor or other skill performance level can be expected. If a discrepency exists, then it should be at least 24 standard score points, or a little greater than one and a half standard deviations below the expected level. For example, a student whose intellectual ability is at a standard score of 75 would have to perform somewhere in the range of 51 or less in order to be considered to have a serious discrepancy.

PREACADEMIC SKILLS

Definition: Preacademic skills refer to those requisite conceptual and perceptual skills needed for normal school learning in kindergarten and beginning first grade. Use of assessment information from preacademic tests is only applicable for children in preschool through beginning first grade. It does not apply to older students who are functioning at the preacademic levels.

The following outline is a partial listing of preacademic content area skills needed as a foundation for later, more complex learning (Allen & Goetz, 1982, p. 207).

I. Fine motor -- manipulative, formfitting, self-help

II. Fine motor -- eye-hand coordination leading to pencil control

III. Visual discrimination
- A. Matching
- B. Sorting
- C. Assembling
- D. Same versus different
- E. Duplication of models and patterns (2-D and 3-D)

IV. Basic concept identities (mix of perceptual skills, receptive language, and expressive language)
- A. Objects
- B. Own name
- C. Peers' and teachers' names
- D. Color
- E. Shape
- F. Classification: generic, association, function
- G. First and last name (order and label letters)
- H. Spatial relations

V. Language
   A. Action words
   B. Attribute modifiers
   C. Sentence forms
   D. Pronoun use
   E. Expanded verbal description
   F. Creative expression

VI. Early math (Resnick et al., 1973)
   A. Counting and one-to-one correspondence
   B. Numerals
   C. Comparison of sets
   D. Seriation and ordinal positions
   E. Addition and subtraction (sums to 10)

VII. Advanced identities (stronger language emphasis)
   A. Ordering and sequencing events
   B. Relational attributes: size, height, weight, length
   C. Alphabet letters: upper and lower case

VIII. Visual memory

IX. Auditory discrimination
   A. Receptive language identities (often incorporated under units IV, V, VI and VII above)
   B. Environmental sounds
   C. Verbal instructions
   D. Abstract sounds
   E. Letter sounds

X. Auditory memory
   A. Duplicate sound sequences
   B. Sequenced instruction

Identifying preschool children who are learning disabled is extremely difficult because of the problems in determining whether deficits in preacademic skills are due to learning disability, poor environment, emotional problems, developmental variability or low intellectual ability. Therefore, extreme caution should be exercised in identifying preschool children as learning disabled.

Table 1 includes a variety of tests and strategies that may be useful in providing additional information regarding preacademic skills.

Table 1
Some Useful Tests for Evaluating
Preacademic Skills

Tests and Publishers	Age Range
SCREENING	
Communicative Evaluation Chart. Cambridge, MA: Education Publishing Service, Inc., 1963.	3 mos.-6 yrs.
Comprehensive Identification Process. Bensenville, IL: Scholastic Testing Service, Inc., 1975.	3 yrs.-5 yrs.
Denver Developmental Screening Test. Denver, CO: Ladoca, 1975.	1 mo.- 6 yrs.
Denver Prescreening Developmental Questionnaire. Denver, CO: Ladoca, 1975.	3 mos.-6 yrs.
Developmental Indicators for Assessment of Learning - Revised. Edison, NJ: Childcraft Education Corporation, 1975.	2 1/2 yrs.- 5 1/2 yrs.
Minnesota Child Developmental Inventory.	
NORMATIVE TESTS	
Arthur Adaptation of the Leiter International Performance Scale. Los Angeles, CA: Western Psychological Services, 1950.	2 yrs.-12 yrs.
Bayley Scales of Infant Development. New York, NY: The Psychological Corporation, 1969	2 mos.-2 yrs.
Birth-3 Developmental Scale. Houston, TX: University of Texas, 1975.	Birth-3 yrs.
Columbia Mental Maturity (3rd Ed.). Harcourt Brace and Jovanovich, Inc., 1972.	3.6 yrs.- 12 yrs.
Comprehensive Identification Process. Bensenville, IL: Scholastic Testing Service, Inc., 1975.	3 yrs.-5 yrs.
Developmental Test of Visual Perception. Palo Alto, CA: Consulting Psycholgist Press, 1961.	3 yrs.-8 yrs. norms: 4 yrs.-8 yrs.
Goodenough-Harris Drawing Test. 1963.	3 yrs.-15 yrs.
Houston Test for Language Development. Houston, TX: Houston Test Company, 1957.	6 mos.-6 yrs.

Table 1
(continued)

Tests and Publishers	Age Range
Illinois Test of Psycholinguistic Abilities. Urbana, IL: University of Illinois Press, 1968.	2 yrs.-10 yrs.
Kaufman Assessment Battery for Children. Circle Pines, MN: American Guidance Service, 1983.	2.6 yrs.-12.6 yrs.
Marshalltown Behavioral Development Profile. Marshalltown, IA: Area Education Agency 6 Preschool Division.	Birth-6 yrs.
Maxfield-Bucholz Scale of Social Maturity for Use with Blind Children. New York, NY: American Foundation for Blind, 1958.	Birth-6 yrs.
McCarthy Scales of Children's Abilities. New York, NY: Psychological Corporation, 1972.	2.6 yrs.-8.6 yrs.
Merrill Palmer. Chicago, IL: Stoelting Company, 1931.	18 mos.-6 yrs.
Peabody Picture Vocabulary Test (Revised Edition Only). Circle Pines, MN: American Guidance Service, 1983.	2.5 yrs.-18.5 yrs.
Receptive-Expressive Emergent Language Scale. Baltimore, MD: University Park Press, 1970.	Birth-3 yrs.
Smith-Johnson Non-verbal Performance Scale. Los Angeles, CA: Western Psychological Services. (Note: for hearing impaired children).	2 yrs.-4 yrs.
Vineland Social Maturity Scale (Revised). Circle Pines, MN: American Guidance Services, 1984.	Birth-30 yrs.
CRITERION REFERENCED TESTS	
Arizona Behavior Analysis Criterion Utilization Scale. Tucson, AZ: Department of Special Education, University of Arizona.	
California Preschool Social Competency Scale. Palo Alto, CA: Consulting Psycholgical Press, 1969.	2.6 yrs.-5.6 yrs.
Callier-Azusa. Dallas, TX: Callier Center for Communications Disorders, University of Texas-Dallas, 1966.	"Lower levels"
Fokes Scale of Motor Development. Lexington, KY: John Day Publishers, 1974.	Birth-7 yrs.

Table 1
(continued)

Tests and Publishers	Age Range
Inventory of Early Development. Woburn, ME: Curriculum Associates.	Birth-6 yrs.
Learning Accomplishment Profile for Infants. Winston Salem, NC: Kaplan Press, 1977.	6 mos.-5.6 yrs.
The Lexington Developmental Scales. Lexington, KY: UCP of The Bluegrass, Inc., 1977.	Birth-6 yrs.
Portage Guide to Early Education. Portage, WI; Portage Project, 1966.	Birth-5 yrs.
Psychoeducational Evaluation of the Preschool Child. New York, NY: Grune and Stratton, Inc., 1972.	Preschool
TARC Assessment Inventory. Lawrence, KS: H & H Enterprise, 1975.	3 yrs.-10 yrs.

ORAL EXPRESSION

Disorders of oral expression or communication resulting from physical damage or deformity in the ear and related structures or the structures related to speech production (vocal chords, palate, etc.) are not learning disabilities. Only those impairments related to a disorder in the central nervous system with respect to reception, processing, and expression of oral language are considered learning disabilities.

Definition: An oral expression or communication disorder is the impairment in the ability to (1) receive and/or process a symbol system, (2) represent concepts or symbol systems, and/or (3) transmit and use symbol systems. The impairment is observed in disorders of hearing, language and/or speech processes. A communication disorder may range in severity from mild to profound. It may be developmental or acquired, and individuals may demonstrate one or any combination of the three aspects of communicative disorders. The communicative disorder may result in a primary handicapping condition or it may be secondary to other handicapping conditions.

A. SPEECH DISORDER is an impairment of voice, articulation of speech sounds, and/or fluency. These impairments are observed in the transmission and use of the oral symbol system.

   1. A VOICE DISORDER is defined as the absence or abnormal production of vocal quality, pitch, loudness, resonance and/or duration.

   2. An ARTICULATION DISORDER is defined as the abnormal production of speech sounds.

3. A FLUENCY DISORDER is defined as the abnormal flow of verbal expression, characterized by impaired rate and rhythm which may be accompanied by struggle behavior.

B. A LANGUAGE DISORDER is the impairment or deviant development of comprehension and/or use of a spoken, written and/or other symbol system. The disorder may involve (1) the form of language (phonologic, morophologic and syntactic systems), (2) the content of language (semantic system), and/or (3) the function of language in communication (pragmatic system) in any combination.

1. FORM OF LANGUAGE

a. PHONOLOGY is the sound system of a language and the linguistic rules that govern the sound combinations.

b. MORPHOLOGY is the linguistic rule system that governs the structure of words and the construction of word forms from the basic elements of meaning.

c. SNYTAX is the linguistic rule governing the order or combination of words to form sentences, and the relationships among the elements within a sentence.

2. CONTENT OF LANGUAGE

a. SEMANTICS is the psycholinguistic system that patterns the content of an utterance, intent and meanings of words, combinations of words and sentences.

3. FUNCTION OF LANGUAGE

a. PRAGMATICS, the use of language in context, is the sociolinguistic system that patterns the use of language in communication which may be expressed motorically, vocally or verbally.

Since the development of as well as the measurement of intellectual ability is heavily dependent on language skills, the Kansas Task Force Committee on Tests for Determining a Severe Discrepancy recommended that, in determining the existence of a severe discrepany in language, evaluation teams should use the procedures for "nonstandard determination and documentation of a severe discrepancy." (See Chapter VI.)

C. A HEARING DISORDER is altered auditory sensitivity, acuity, function, processing and/or damage to the integrity of the physiological auditory system. A hearing disorder may impede the development, comprehension, production, or maintenance of language, speech and/or interpersonal exchange. Hearing disorders are classified according to difficulties in detection, perception and/or processing of auditory information.

Table 2 includes tests which may be useful in providing additional information regarding disorders of oral expression.

Table 2

Tests for Oral Expression

Tests and Publishers	Grade Appropriateness
Carrow Elicited Language Inventory. Austin, TX: Learning Concepts, 1974.	Pre-8
Clinical Evaluation of Language Functions. Columbus, OH: Charles E. Merrill, 1980.	K-12
Detroit Tests of Learning Aptitude-2. Austin, TX: Pro-Ed., 1985.	Pre-12
Fisher-Logemann Test of Articulation Competence. Boston, MA: Houghton-Mifflin, 1971.	Pre-12
Porch Index of Communicative Abilities. Palo Alto, CA: Consulting Psychologists Press, 1974.	7-12
Porch Index of Communicative Abilities in Children. Palo Alto, CA: Consulting Psychologists Press, 1974.	Pre-6
Test for Examining Expressive Morphology. Tucson, AZ: Communication Skill Building, Inc., 1983.	
Test of Adolescent Language. Austin, TX: Pro-Ed. 1980.	6-12
Test of Auditors Comprehension of Language - Revised. Allen, TX: DLM Teaching Resources, 1984.	
Test of Language Development. Austin, TX: Pro-Ed. 1977.	Pre-6
Test of Problem Solving. Moline, IL: Lingui Systems, Inc., 1984.	
Utah Test of Language Development. Salt Lake City, UT: Communication Research Assoc., 1967.	Pre-6 7-12

LISTENING COMPREHENSION

Definition: Listening has been defined as a language skill involving translating spoken words into meaning. Alley and Deshler (1979) viewed listening as a complex skill encompassing a number of subskills which extend beyond the simple translation of spoken words. They suggest an adaption of several listening taxonomies that can be used by learning disabilities teachers in assessment and instructional planning as follows (p.282):

1. Understanding words, concepts, and building a listening vocabulary

2. Understanding sentences and other linguistic elements of language

3. Auditory memory

4. Listening Comprehension (literal)
   a. Understanding the relationship of details to main ideas
   b. Following directions
   c. Following the sequence of the message
   d. Listening for details
   e. Listening to a question with an intent to answer
   f. Repeating what has been heard

5. Critical Listening (evaluative/inference)
   a. Recognizing absurdities
   b. Recognizing propaganda
   c. Correction
   d. Finishing stories
   e. Distinguishing between fact and opinion
   f. Distinguishing between emotive and report language
   g. Detecting bias and prejudice
   h. Evaluating speaker's argument
   i. Drawing inferences and making judgments
   j. Understanding sales pressure
   k. Recognizing repetition of the same idea in different words

6. Appreciative Listening

   a. Listening to visualize
   b. Listening for rhythms of speech
   c. Recognizing tone and mood
   d. Appreciating speakers' style
   e. Interpreting character from dialogue
   f. Understand effect on listeners of speaker's vocal qualities and gestures
   g. Understanding effect of audience on listener's reactions

Table 3 includes a wide variety of tests and strategies that may be useful in providing additional information regarding listening comprehension.

Table 3

Tests for Listening Comprehension

Tests and Publishers	Grade Appropriateness
Clinical Evaluation of Language Functions. Columbus, OH: Charles E. Merrill, 1980.	K-12
Detroit Tests of Learning Aptitude-2. Austin, TX: Pro-Ed, 1985	Pre-12
Goldman-Fristoe-Woodcock Auditory Skills Tests Battery. Circle Pines, MN: American Guidance Service, 1974.	Pre-12
Peabody Picture Vocabulary Test - Revised. Circle Pines, MN: American Guidance Service, 1983.	Pre-12
Screening Test for the Auditory Comprehension of Language. Austin, TX: Learning Concepts, 1975.	Pre-3
Test for the Auditory Comprehension of Language. Austin, TX: Learning Concepts, 1978.	Pre-3
Test of Adolescent Language. Austin, TX: Pro-Ed, 1980.	6-12
Test of Language Development. Austin, TX: Pro-Ed, 1977.	Pre-6
Token Test for Children. Hingham, MA: Teaching Resources.	Pre-6
Utah Test of Language Development. Salt Lake City, UT: Communication Research Associates, 1967.	Pre-12

WRITTEN EXPRESSION

Definition: Written expression has been referred to as "...expressing thoughts through written language..." (Lerner, 1981, p. 343). The written form of language is considered to be the highest and most complex form of communication. While many prerequisite skills appear necessary to the achievement of written expression (e.g., oral language, reading, spelling, legible handwriting, knowledge of the rules of written usage, the ability to keep an idea in mind, and to formulate the idea in words), writing is predominately a thinking process. The following outline of written expression skills has been offered to aid teachers in assessing written expression as it relates to the demands of school settings (Alley & Deshler, 1979, p. 111).

I. Attitude toward writing

A. Emotional blocks to writing assignments

B. Motivation to write

II. Content

A. Reflection of the world
   1. Description
   2. Reports of happenings
   3. Procedures
   4. Retelling
   5. Summaries

B. Conception and contrast
   1. Comparison and contrast
   2. Classification
   3. Qualitative Analysis
   4. Sequential analysis
   5. Cause and effect
   6. Explanation in terms of supporting principles

C. Projection of explanatory schemes and designs
   1. Hypothesis
   2. Conceptual schemes
   3. Design: Plan of action

D. Expression of personal view
   1. Feelings
   2. Preferences
   3. Opinions
   4. Judgment

III. Craft

A. Structuring paragraphs and themes
   1. Organizing ideas
   2. Sequencing ideas

B. Vocabulary development
   1. Choosing words to express experiences
   2. Synonyms

C. Building sentences
   1. Generating a variety of sentence patterns

D. Writing questions

E. Notetaking
   1. From class lecture
   2. From text material

F. Summaries and paraphrases

G. Mechanical factors
   1. Punctuation
   2. Capitalization
   3. Neatness
   4. Spelling

H. Monitoring written expression
   1. Habits of checking for errors
   2. Ability to detect errors
   3. Ability to correct errors

I. Written test-taking

It is essential to keep the developmental nature of writing in mind while examining the products of written expression. Written expression changes with learning and maturation. The mechanical and conventional components seem to be of primary instructional focus during the early elementary grades, while other components receive increased attention as the student progresses in school. Similarly, the student's perception of how much another reader brings to the written product shifts from childhood to adolescence. These concerns are seldom addressed by standardized assessment techniques; teachers and diagnostic personnel need to refer to other, more subjective models to develop an accurate profile of a student writer's abilities.

Table 4 lists a number of tests and strategies that may be useful in providing additional information regarding written expression.

Table 4

Some Useful Tests for
Evaluating Written Expression

Tests and Publishers	Appropriate Grades
Test of Adolescent Language (TOAL). Austin, TX: Pro-Ed, 1980.	6-12+
Test of Written English (TWE). Novato, CA: Academic Therapy Publications, 1979	1-6
*Test of Written Language (TOWL). Austin, TX: Pro-Ed, 1978.	3-8
Wide Range Achievement Test (Revised) (WRAT-R). Wilmington, DE: Guidance Associates of Delaware, 1976. (For evaluation of spelling.)	K-12

*It is possible for the TOWL to be administered to secondary students. However, this must be done cautiously since validity and reliability information is not available for students older than 14 years, 5 months.

BASIC READING SKILLS AND READING COMPREHENSION

According to Lerner (1981), the process of learning to read is often divided into two phases: (a) the acquisition of basic word recognition skills and (b) the development of reading comprehension. This dichotomy is somewhat arbitrary: it is widely acknowledged that while word recognition is necessary for comprehension, a simple concentration on decoding does not provide a sufficient basis for obtaining meaning, which is the ultimate goal of reading (Alley and Hori, 1981). For this reason, the outline of reading skills presented here includes both word recognition and reading comprehension skills. The following classification is based on a comprehensive review of current research in reading with both normally achieving and learning disabled readers (Alley and Deshler, 1979):

I. Vocabulary Development

   A. Word Recognition

   B. Decoding
      1. Phonemic analysis
      2. Structural analysis
      3. Contextual clues
      4. Dictionary usage

   C. Word Meaning
      1. Denotative
         a. Common experience with topic
         b. Similar and contrasting words
         c. Author definition provided
      2. Connotative
         a. Specialized or technical vocabulary
         b. Figurative language
         c. Word power

II. Reading Comprehension

   A. Types and Purposes
      1. Literal - recall/recognition
      2. Inferential
      3. Critical
      4. Applied

   B. Conditions
      1. Words
      2. Phrases
      3. Organization
         a. Main idea
         b. Facts
         c. Reading directions
         d. Visual imagery
         e. Organizational patterns
         f. Context clues
      4. Sentences
      5. Paragraphs

III. Reading Rate (flexibility)

A. Skimming
   1. Organizational
   2. Locational
   3. Survey

B. Scanning
   1. Type I to find a point of emphasis (italics, block lettering, etc.)
   2. Type II to find an answer to a question
   3. Type III to identify organization or find a procedure.

C. Intensive Study
   1. Types
      a. Textbook/nonfiction
      b. Fiction
      c. Poetry

D. Nature and type of material as it affects reading rate.

The following tests in Tables 5 and 6 may be useful in providing additional information regarding basic reading and reading comprehension skills respectively.

Table 5

Some Useful Tests for
Evaluating Basic Reading Skills

Tests and Publishers	Grade Appropriateness
Basic Educational Skills Inventory: Reading. Torrance, CA: Winch and Associates, 1972-1973.	K-6
Formal Reading Inventory. Austin, TX: Pro-Ed, 1985.	1-2
Gates-MacGinitie Reading Tests. Los Angeles: Western Psychological Services, 1965.	1-12
Gates-McKillop Reading Diagnostic Tests. New York: Teachers College Press, 1972.	2-6
Gray Oral Reading Test. Indianapolis, IN: Bobbs-Merrill, 1963.	1-College

Table 5 (continued)

Stanford Diagnostic Reading Test. New York: Harcourt, Brace, Jovanovich, 1977.	2.6 yrs - 12.6 yrs.
Test of Early Reading Ability. Austin, TX: Pro-Ed, 1981.	3-0 yrs. - 7-11 yrs.
Test of Reading Comprehension. Austin, TX: Pro-Ed, 1978.	
Wide Range Achievement Test (Revised). Wilmington, DE: Guidance Associates of Delaware, 1981.	K-12

Table 6

Some Useful Tests for
Evaluating Reading Comprehension

Tests and Publishers	Appropriate Grades
Brigance Diagnostic Inventories. North Billerica, MA: Curriculum Associates, 1976, 1977, 1978, 1980.	Preschool-12
Gray Oral Reading Test - Revised. Austin, TX: Pro-Ed, 1985.	1-College
Stanford Diagnostic Reading Test. New York: Harcourt, Brace, Jovanovich, 1977.	1-2
Test of Adolescent Language. Austin, TX: Pro-Ed, 1980.	6-12
Test of Reading Comprehension. Austin, TX: Pro-Ed, 1978.	1-12

MATHEMATICS CALCULATION

The dynamic nature of components involved in mathematics performance have not been adequately separated to provide clear definitions of mathematical calculation and reasoning. For this reason it has been difficult for experts to reach agreement regarding a classification to aid in selecting tasks for assessing mathematics achievement. Alley and Deshler (1979) have presented a partial classification of mathematics concepts which must be acquired in order to perform calculations for solving mathematics problems of increasing complexity. This classification together with some modifications appears below:

I. Number System and Numeration Concepts

A. Numeration
1. Digits - Numbers

2. Sets and subsets

B. Place-Value

C. Complex numerals and numbers

1. Fractions

2. Decimals

3. Percentages

II. Combining Concepts

A. Operations

1. Addition

2. Subtraction

3. Multiplication

4. Division

B. Axioms

1. Commutative properties

2. Associative properties

3. Distributive properties

4. Additive inverse

5. Multiplicative inverse

III. Problem-Solving Applications

A. Measurement

B. Money

C. Time

D. Geometry

E. Functions (miles per hour, $A = r^2$, etc.)

F. Relations (=, <, >, etc.)

G. Transformations (changing money from dollars to cents, etc.)

H. Maps and graphs

I. Computer uses

J. Use of mathematical aids (calculators, cuisenaire rods, rulers, etc.)

K. Estimation techniques

L. Decision-making applications

Table 7 includes assessment instruments which may be useful in providing additional information regarding calculation skills of students.

Table 7

Some Useful Tests for
Evaluating Mathematics Calculation

Tests and Publishers	Grade Appropriateness
Basic Educational Skills Inventory: Math. Torrance, CA: Winch and Associates, 1972-1973.	K-6
Brigance Diagnostic Inventories. North Billerica, MA: Curriculum Associates, 1976, 1977, 1978, 1980.	Preschool-12
Criterion Test of Basic Skills. Novato, CA: Academic Therapy Publications, 1976.	1-6
Diagnostic Achievement Battery. Austin, TX: Pro-Ed, 1984.	1-8

Table 7 (continued)

Tests and Publishers	Grade Appropriateness
Keymath Diagnostic Arithmetic Test. Circle Pines, MN: American Guidance Service, 1971.	K-8
Stanford Diagnostic Mathematics Test. New York: Harcourt, Brace, Jovanovich, 1976.	1-12
Test of Mathematical Abilities. Austin, TX: Pro-Ed, 1984.	3-12
Wide Range Achievement Test (Revised). Wilmington, DE: Guidance Associates of Delaware, 1976.	K-12

MATHEMATICS REASONING

Problem-solving applications listed in Part III of the concepts classification for mathematics calculation require reasoning skills which reach beyond computation.

Definition: Mathematics reasoning refers to mathematics problem-solving in a broad sense (Kennedy, 1980). Here, a problem is viewed as "any situation an individual faces for which no solution is apparent, but for which the possibility of a solution exists" (p. 79). Some of the steps involved in reaching a problem solution include:

A. Recognition of the nature of the problem;

B. Noting similarities and dissimilarities to previously experienced problems;

C. Selection of appropriate procedures for problem-solving;

D. Performance of operations; and

E. Checking and judging results of computation.

Table 8 offers tests which may be useful in providing additional information regarding mathematics reasoning. However, if the examiner wishes to assess the steps or stages of reasoning used by a particular student in arriving at a problem-solution, a variety of informal procedures can be used, (e.g. interviewing the student to find out how he defined the nature of the problem; asking the student to think aloud as he works through the problem; or noting the difference in a student's scores on a test without and with the use of a calculator). Please note that formal test scores should not be reported if aids are allowed during the administration of a formal test.

Table 8

Tests Useful in
Evaluating Mathematics Reasoning

Tests and Publishers	Grade Appropriateness
Keymath Diagnostic Arithmetic Test. Circle Pines, MN: American Guidance Service, 1971.	K-8
Kaufman Assessment Battery for Children. Circle Pines, MN: American Guidance Service, 1983.	2.6 yrs.-12.6 yrs.
Stanford Diagnostic Mathematics Test. New York: Harcourt, Brace, Jovanovich, 1976.	1-12

SPECIAL CONSIDERATIONS IN INTERPRETING RESULTS OF INDIVIDUAL ACHIEVEMENT ASSESSMENT

While it is always necessary to exercise caution in interpreting test results, special attention must be given to results obtained under the following conditions:

(1) a non-standard test administration procedure was used or a modification of the test was made;
(2) a test was not used for the original purpose as stated in the manual;
(3) many distractions occurred in the testing area, e.g., school bells, fire alarms, persons walking through the area;
(4) the student appeared to be distracted or inattentive;
(5) the student evidenced perceptual or motor problems severe enough to interfere with test performance;
(6) the student possessed a cultural or language background differing significantly from the test's standardization groups.

On those occasions when the results of norm-referenced tests are suspect and believed to be an inaccurate representation of a student's current achievement, another norm-referenced test may be administered. Guidelines for determining when test results may be invalid are given in the Chapter Four. Additional testing should not be done without a valid reason. Repeated testing to determine a severe discrepancy could lead to false identification. When test results are suspect, a determination of a severe discrepancy may be more accurately determined through examination of other evidence. If determination of a severe discrepancy is made on some other basis than a norm-referenced test(s), the multidisciplinary evaluation team must document, in writing, the information used in the decision process and the manner in which the alternative information was obtained. See the next chapter for guidelines on documenting a severe discrepancy in the absence of a demonstrated discrepancy on norm-referenced tests.

SUMMARY

The multidisciplinary evaluation team's written report in relation to achievement must (1) summarize the results of the achievement assessment, and (2) indicate whether a significant discrepancy exists in one or more of the eight areas of achievement. In order to meet the purpose of the comprehensive evaluation, each of the eight identified achievement areas must be screened/assessed, documented, and reviewed by the team.

SEQA/4

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Chapter Six
Procedures for Establishing a Significant Discrepancy

CHAPTER SIX

PROCEDURES FOR ESTABLISHING A SIGNIFICANT DISCREPANCY

This chapter details the procedures for establishing a significant discrepancy. There are nine parts to the chapter. They are:

1. "Choosing a Method" - This part describes how to determine which discrepancy method is appropriate.

2. "Criterion Levels" - This part briefly describes the statistical criteria for determining a severe discrepancy.

3. "Cautions" - This part identifies seven factors which need to be considered when evaluating a student for a severe discrepancy. Some factors are related to technical problems that may be encountered and others to good practices.

4. "Regression Procedures for Determining a Discrepancy" - This part gives a step-by-step description of how to determine a severe discrepancy using the "Regression Procedure." It is the preferred method.

5. "Aptitude-Achievement Procedure for Determining a Discrepancy" - This part gives a step-by-step description of how to determine a severe discrepancy using the Aptitude-Achievement procedure. Its use should be avoided in favor of the regression method.

6. "Documentation of a Severe Discrepancy" - This part provides forms and instructions for documenting: (a) the test results that indicate a severe discrepancy and (b) a discrepancy when the regression or aptitude-achievement procedure has failed to indicate its existence.

7. "Diagnostic Clinical Teaching" - This part describes a diagnostic technique which can be used to provide additional information in cases where the usual discrepancy and evaluation methods do not provide sufficient information for diagnosis or programming.

8. "Discrepancy and the IEP" - This part emphasizes that areas in which a severe discrepancy is indicated should be addressed in the IEP.

9. "Discrepancy and Exit Criteria" - This part gives some guidelines for determining when it is appropriate to terminate services.

HEADING OUTLINE

	Page
Flow Chart	VI-2
Choosing a Method	VI-4
Criterion Levels	VI-4
Regression Method	VI-4
Aptitude-Achievement Method	VI-5

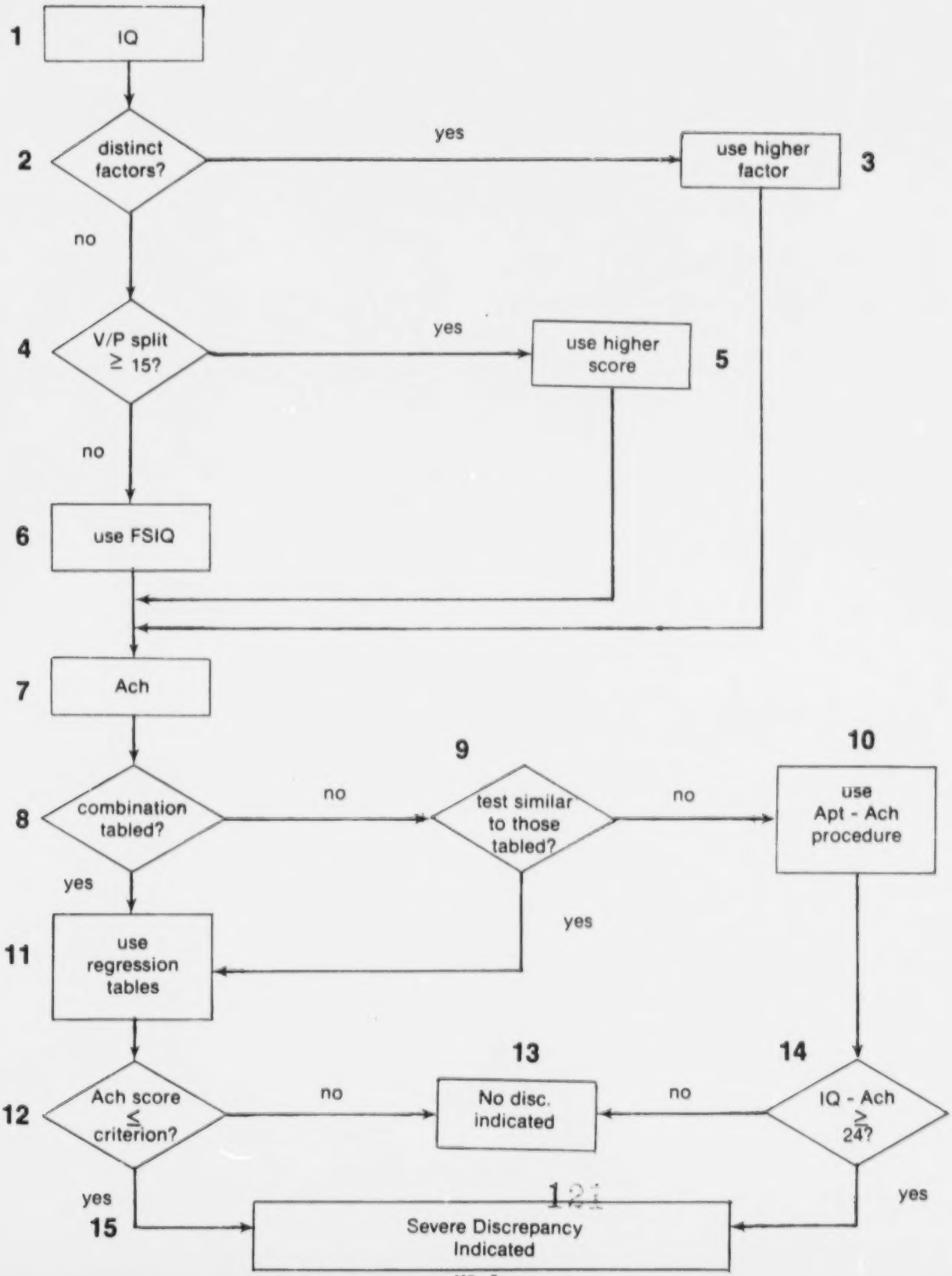
Page

Cautions VI-5
Floor Effect VI-5
Indiscrete Units VI-6
Frequency of Norms VI-6
Multiple Testing VI-7
Minimum IQ VI-7
Young Children VI-7
Other Considerations VI-8
Regression Procedures for Determining a Discrepancy VI-8
Age-Based Standard Scores VI-8
All Grade Levels VI-8
Tests VI-8
Steps for the Regression Procedure VI-9
Regression Worksheet VI-10
Aptitude-Achievement Procedure for Determining a Discrepancy VI-12
Aptitude-Achievement Discrepancy Worksheet VI-13
Documentation of a Severe Discrepancy VI-17
Instructions for Documentation Forms VI-17
Standard Documentation of a Severe Discrepancy VI-17
Standard Documentation of a Severe Discrepancy Form.... VI-18
Nonstandard Determination and Documentation of a Severe Discrepancy: Part I, Aptitude VI-19
Nonstandard Determination and Documentation of a Severe Discrepancy: Part II, Achievement VI-19
Nonstandard Determination and Documentation of a Severe Discrepancy: Part III, the Discrepancy VI-19
Nonstandard Determination and Documentation of a Severe Discrepancy Form VI-20
Diagnostic Clinical Teaching..... VI-23
Discrepancy and the IEP VI-24
Discrepancy and Exit Criteria VI-24
Sample Exit Checklist VI-26

FLOW CHART

The following flow chart, "Determination of Aptitude-Achievement Discrepancy Flowchart" has been provided to further assist those using the guidelines. Steps 1 to 6 outline the procedures for establishing the proper measure of aptitude to use when determining whether or not a severe discrepancy exists. These steps are described in Chapter 4, "Measuring Aptitude." At step 7 the achievement score to use in calculating the discrepancy is found. Guidelines for determining the achievement level are found in Chapter 5, "Measuring Achievement for Evaluation and Programming." Steps 8 to 15 outline the procedures for actually establishing the discrepancy score and comparing it to the criterion. These steps are found in this chapter. Steps 8 to 11 are described in part 1, "Choosing a Method." Step 12 is described in part 4, "Regression Procedure for Determining a Discrepancy." Step 14 is described in part 5, "Aptitude-Achievement Procedure for Determining a Discrepancy." Steps 13 and 15 follow from step 12 or 14.

Determination of Aptitude - Achievement Discrepancy Flowchart



CHOOSING A METHOD

One of the requirements for identifying a student as learning disabled is to establish that a "significant discrepancy" exists between measured achievement and aptitude (intellectual ability.) K.A.R. 91-12-58 outlines two methods for establishing that such a discrepancy exists: the regression method and the aptitude-achievement method.

The regression method is to be used at all age levels. The aptitude-achievement or simple standard score difference method is to be used only when the technical data necessary to use the regression method are not available. While the aptitude-achievement discrepancy method is available as an option, professionals should avoid its use as much as possible. The reasons for this lie in the fact that the criterion for significance of the discrepancy under the aptitude-achievement method has been set at a single value while the statistical level for significance of the discrepancy set by the state will result in different values for different test combinations and age groups. The different values result from the tests having different reliability and correlational values. For example, using the regression tables which all have the same statistical level of significance, an average eighth grade student whose WISC-R Full Scale IQ is 100 would only need to have a discrepancy of 19 points on the Woodcock-Johnson mathematics cluster to have a severe discrepancy, while a fifth grade student of the same ability would need a discrepancy of 26 points on the same test to meet the criterion level.

If a test is used for which regressed standard score tables are not provided, it is preferable to use a regression table for a test of similar construction rather than use the aptitude-achievement method. The main rationale for this is that the aptitude-achievement method uses an arbitrary value for the correlation coefficient which may or may not be representative of the real correlation. Using regression tables for tests of similar content and construction would have the effect of estimating correlational values which would be more representative of the actual correlation.

As an example of how one would proceed to use this technique, take the situation in which the Woodcock-Johnson Psycho-Educational Battery and the Kaufman Assessment Battery for Children have been administered. For the discrepancy criterion, one could use the regression tables for the Woodcock-Johnson, even though it is normed with the WISC-R.

CRITERION LEVELS

REGRESSION METHOD

The recommended method for establishing that a significant discrepancy exists, the "regression method," requires that the discrepancy between aptitude and achievement be greater than 1.75 times the standard deviation of the difference. (Tables are provided in the guidelines at this level only.) Local education agencies using this method may use the criterion of 1.75 times the standard deviation of the difference, if they so desire, or may set a stricter level of significance, such as 1.96 times the standard deviation of the difference. A less stringent level of significance, such as 1.50 times the standard deviation of the difference, may not be used. The formula for the regression method is given in Appendix G.

APTITUDE-ACHIEVEMENT DISCREPANCY METHOD

The second method, the "aptitude-achievement discrepancy method," requires at least a 24 standard score point difference between aptitude and achievement scores before a discrepancy is considered significant. The criterion of 24 points was determined by using the same criterion as for the regression method, 1.75 times the standard deviation of the difference. The correlation used in the formula was the average (.59) for the correlation of the tests tabled under the regression method. The formula may be found in Appendix G.

CAUTIONS

Seven cautions need to be made in regard to establishing a severe discrepancy. The first is concerned with what is known as the "Floor Effect." The second concerns a technical problem involving indiscreet units. The third is concerned with the frequency of norms. The fourth relates to multiple testing. The fifth concerns a minimum IQ level. The sixth caution concerns young children. The final caution is a reminder that a severe discrepancy is not the only criteria for identification.

FLOOR EFFECT

There can be a serious problem in establishing a discrepancy for students with low IQs. The problem arises because some tests do not report percentiles lower than the first percentile. The first percentile is equivalent to a standard score of 65. This causes a problem for students with low IQ's in that the achievement test cannot give a score low enough to establish a discrepancy. For example, in using the "Aptitude-Achievement Discrepancy Method," a student with an IQ of 83 would need an achievement test standard score below 60 to establish a discrepancy. Achievement tests reporting scores only to the first percentile do not give a standard score below 65, so it would not be possible to decide whether or not there is a discrepancy. The same problem arises with the "Regression Method" whenever the "criterion value" (cut off score) is below 65.

There are several possible solutions to this problem. If a student has been given an aptitude (intelligence) test first, the regression tables can be consulted before the achievement tests are given to determine whether the criterion to be met can be obtained on the tests under consideration. If the tests in question cannot give a score at the critical level, then other tests should be considered.

A second solution is to write the publishers of tests which do not give standard scores below the first percentile and inquire as to whether supplemental tables are available which will allow for the determination of scores below this level. For example, such supplementary tables are available for the Woodcock-Johnson Psycho-Educational Battery. These tables have been obtained from the publisher and are in Appendix H.

A third solution to this dilemma is to calculate the standard score. If the student did not receive the lowest possible raw score, the formula below can be used to transform the raw score to a standard score. (It may also be used to calculate a standard score if a test does not report standard scores or percentiles.)

A serious drawback to this method is that the standard deviation and mean must be available for discreet age groups. Ideally, they should be available for age group intervals no more than two to four months apart.

$$\text{Standard Score} = \frac{15X + 100S - 15M}{S}$$

X = the raw test score

S = the standard deviation of the subtest (e.g. math, reading, etc.) used as reported in the test manual

M - The mean of the subtest used as reported in the test manual

If a student received the lowest possible raw score, it is not safe to assume that the obtained score is the true score. It may simply mean the test does not have items at a low enough level to establish the student's true achievement level. In this case or if all the data necessary to use the formula above is not available, it will not be possible to establish whether or not a severe discrepancy is indicated by this method.

INDISCRETE UNITS

The problem of indiscrete units is related to the problem of floor effect. Examination of Table B-1, "Normalized Standard Score Conversions from Percentile Ranks," reveals that for percentile rank values below the sixth percentile, each one percentile increase results in an increase of between two and four standard score points. Consequently, standard scores determined through conversion of percentiles below the sixth percentile may lack the discreteness necessary to accurately determine whether or not a severe discrepancy exists.

The solutions to this problem are basically the same as those for the problem of floor effect. If, after administration of the aptitude test, it is found that the criterion for determining a severe discrepancy lies between 65 and 77, then an achievement test should be selected which gives standard scores for all values between 65 and 77. It may also be possible to follow the second option and obtain supplemental tables from the test publisher that provide standard scores in this range. Such supplementary tables are available for the Woodcock-Johnson Psycho-Educational Battery. The third option is also available if the necessary data is reported in the test manual.

FREQUENCY OF NORMS

A serious problem can arise if tests do not provide norm tables in intervals of at least three or four months. The reason for this is that there can be a considerable jump in the standard score from one end of an interval to the next resulting in very serious distortions of a student's score. Increments of three to four months should be considered the maximum acceptable. Preference is for one or two month norms. Solutions to the problem include using only those tests with frequent norming increments or administering the test only within a month of the norming dates.

MULTIPLE TESTING

The criterion level for determining a severe discrepancy was selected, in part, under the assumption that one measure of aptitude and one battery of three to five achievement subtests would be given. Problems arise when either several batteries of tests are routinely given or when additional testing is done when no discrepancy is found with the first battery. These problems arise from the fact that, if enough comparisons are made, a discrepancy is likely to occur as a result of random measurement error.

Some guidelines can be given for dealing with these situations. In the case of multiple batteries being given during evaluation, a severe discrepancy should be demonstrated on several measures of a specific achievement area before a discrepancy is declared for that area. For example, if four measures of reading are administered, then, for a severe discrepancy to be considered to exist in this area, three or four of the tests should evidence a discrepancy. If only one of the four demonstrates a discrepancy, this should not be considered evidence of a severe discrepancy. If two of the tests reveal a severe discrepancy and two don't, then the evaluation team should exercise professional judgment. (This would also be true in the previous situation if one test evidenced a severe discrepancy and the other three were only a point or two away from meeting the criterion for significance.)

With regard to the second situation, additional tests should never be administered simply because a severe discrepancy was expected but not found, unless there are specific reasons that can be documented to show that the first test was invalid. See the section on "Test Validity" in Chapter 4 for some suggested criteria for evaluating the validity of the testing.

MINIMUM IQ

A fifth caution is that a student must have a <u>full scale</u> IQ of 70 or higher on the WISC-R, (WPPSI, WAIS-R, and K-ABC) or 68 or higher on the Binet IV to be considered for identification as learning disabled. If an intelligence test other than one of these is used, the student must obtain a score no lower than two standard deviations below the mean. Students with reliably measured IQ's below the minimum level do not meet state guidelines established for identification as learning disabled. However, if the person responsible for assessing intellectual functioning believes that the IQ was not reliably measured and is actually above the set minimum, that person shall state in writing the specific data which support the supposition. (See "Documentation of a Severe Discrepancy" below.)

YOUNG CHILDREN

A sixth caution relates to young children. The severe discrepancy procedures must be used with caution in evaluating children six years and younger since tests, particularly those of achievement, may not reliably or accurately measure the abilities of this group. The home environment can have a strong influence on the level of knowledge that children of this age bring to the testing situation. This often makes it difficult to determine whether a child's performance on a test is due to environmental conditions, intellectual potential or a learning disability. If a discrepancy is found, extra caution must be taken in determining whether it is related to a learning disability or some other cause. If the multidisciplinary team believes that a significant discrepancy exists, despite failure to detect it by testing, they shall state in writing the specific data which support their conclusion. (See "Documentation of a Severe Discrepancy" section.)

OTHER CONSIDERATIONS

Establishing that a discrepancy between achievement and ability exists is only one part of the identification process. The fact that a severe discrepancy is indicated is not sufficient in itself to identify a student as learning disabled. In reviewing the evaluation data to make a decision of eligibility for a learning disabilities program, the multidisciplinary team must consider numerous other factors. (See Chapter Three for other factors.)

REGRESSION PROCEDURES FOR DETERMINING A DISCREPANCY

If a non-tabled test combination is used, it is recommended that the regression procedure be used as outlined above under "Choosing a Method," if at all possible. In selecting the table for comparison, tests which are closest in content, structure and theoretical design to the ones tabled should be considered. As an additional precaution, the "aptitude-achievement discrepancy" worksheet should be completed when using non-tabled tests to give consideration to "the statistical significance of the discrepancy." (Step 3a and 3b may be omitted.)

If the regression method is used with a non-tabled test, it may be necessary to refer to the more generic directions under the "Aptitude-Achievement" method to convert the test score into the proper standard score.

For the discrepancy procedure, a worksheet form, tables and step-by-step directions are provided to aid in the calculations. The worksheet forms may be duplicated. In addition, these three considerations are offered:

AGE-BASED STANDARD SCORES

Age-based standard scores are to be used. The standard scores of the achievement tests and the aptitude (intelligence) test must both be based on age norms. The standard scores must have a mean of 100 and a standard deviation of 15.

ALL GRADE LEVELS

The "regression" procedure is required for students at all grade levels.

TESTS

The number of tests that can be used with this method is limited due to the need for a correlation coefficient (based on a valid sample) between the achievement and aptitude (intelligence) tests to be used.

In these guidelines, tables have been calculated for the regression procedures for the following tests:

APTITUDE (IQ) TESTS

Kaufman Assessment Battery for Children (K-ABC)

Wechsler Adult Intelligence Scale - Revised (WAIS-R)

Wechsler Intelligence Scale for Children - Revised (WISC-R)

ACHIEVEMENT TESTS

Kaufman Assessment Battery for Children (K-ABC)

Kaufman Test of Educational Achievement (K-TEA)

Woodcock-Johnson Psycho-Educational Battery

Woodcock Reading Mastery Tests

STEPS FOR THE REGRESSION PROCEDURE

STEP 1. From the student's aptitude (intelligence) test, obtain the student's age-based standard score (IQ score). You must use the actual age of the student at the time of testing.

Since the WISC-R, WAIS-R and K-ABC scores are based on age, you may simply calculate the IQ in the usual manner as described in the test manual. Record the IQ score in the box at step 1 on the "Regression Worksheet."

STEP 2. Obtain the student's age based standard score for the achievement area.

In calculating the age-based achievement score, you must use the actual age of the student at the time of testing.

If the test manual provides age norms, follow the directions under "age norms" below. If the test provides only grade norms, follow the directions under "grade norms" below.

a. Age norms. If the test provides age-based standard scores with a mean of 100 and a standard deviation of 15, the standard score may be determined directly from the test manual and entered in the box at step 2 on the "Regression Worksheet." (Note: If a non-tabled test is being used that does not give the appropriate standard score, refer to the "Aptitude-Achievement" method for instructions in converting the scores.)

b. Grade norms. If the test manual provides only grade-based norms, you must convert the student's actual age at the time of testing to the median grade level for students of that age. You cannot use the actual grade placement of the student. To obtain the student's age-based median grade placement, locate the student's actual age at the time of testing under the heading "median age" in Table D-I of the Appendix. Under the heading "grade," locate the grade and month of the school year corresponding to the student's actual age at the time of testing (example: for a student fourteen years and one month old, the corresponding grade level is 8.7, eighth grade-seventh month). Use the age-based grade level rather than the student's actual grade placement to calculate the standard score.

FORM-VI-A

REGRESSION WORKSHEET

STEP 1. APTITUDE (IQ) SCORE. . . . . [ ]

STEP 2. ACHIEVEMENT SCORE. . . . . [ ]

STEP 3. CRITERION VALUE FOR THE ACHIEVEMENT TEST . . . . . [ ]

STEP 4. IS THERE A SIGNIFICANT DISCREPANCY?

[ ] Yes. A SEVERE DISCREPANCY IS INDICATED SINCE THE ACHIEVEMENT SCORE IN 2 IS EQUAL TO OR SMALLER THAN THE CRITERION VALUE IN STEP 3.

[ ] No. A SEVERE DISCREPANCY IS NOT INDICATED SINCE THE ACHIEVEMENT SOCRE IN 2 IS LARGER THAN THE CRITERION VALUE IN STEP 3.

If the test provides standard scores with a mean of 100 and a standard deviation of 15, use the age-based grade level and calculate the standard score as directed in the test manual. (Using the example above, you would determine the standard score as if the student was in the seventh month of the eighth grade.)

If only a percentile is given or a standard score other than one with a mean of 100 and a standard deviation of 15 (as is the case with the Woodcock Reading Mastery Test), use Table B-I to convert the percentile to a standard score.

Enter the standard score obtained in the box at step 2 on the "Regression Worksheet." (Note: If a non-tabled test is being used that does not give the appropriate standard score, refer to the "Aptitude-Achievement" method for instructions in converting the scores.)

STEP 3. Using the appropriate table in Appendix A, determine the criterion value for the achievement test. Locate the table in Appendix A corresponding to the age level and the achievement test given. Going down the left-hand column, locate the IQ score found in step 1. Next, locate in the adjacent column the "criterion value" for the achievement score corresponding to the IQ score. Record the criterion value in the box at step 3 on the "Regression Worksheet."

STEP 4. Determine if a significant discrepancy exists between the aptitude (IQ) standard score and the achievement standard score.

a. If the standard score obtained in step 2 is EQUAL to or SMALLER than the "criterion value" obtained in step 3, a severe discrepancy is indicated. The child should be considered for placement in a learning disabilities program by the evaluation team.

b. If the normalized standardized score obtained in step 2 is LARGER than the "criterion value" obtained in step 3, a severe discrepancy is NOT indicated.

APTITUDE-ACHIEVEMENT PROCEDURE FOR DETERMINING A DISCREPANCY

The aptitude-achievement discrepancy procedure is used only when the technical data are not available for the regression method. The regression procedure is the preferred procedure for determining a severe discrepancy. It is recommended that the aptitude-achievement method be avoided if possible. There are three reasons for this: (1) the average correlation of the tests tabled in Appendix A was used to determine the significance level; (2) test reliability is not taken into consideration; and (3) most of the non-tabled achievement tests do not meet all of the American Psychological Association's (1985) criteria for test construction.

STEP 1. From the student's aptitude (IQ) test, find the student's age based standard score (IQ score). You must use the actual age of the student at the time of testing in calculating the aptitude (IQ) score. If you use an aptitude (IQ) test that gives scores based on grade placement, you must convert the student's actual age at the time of testing to the median grade level for that age. You cannot use his/her grade placement to calculate the aptitude (IQ) score. Go to step 1-a below if the aptitude (IQ) test is age based. If the aptitude test is grade based, go to step 1-b below.

a. Age norms. If the aptitude (IQ) test gives a score based on age, calculate the IQ in the usual manner as described in the test manual using the student's actual age at the time of testing. After getting the aptitude (IQ) score, go to step 1-c below.

b. Grade norms. If the aptitude (IQ) test gives a score based on grade placement:

i. Determine the age-based median grade placement of the student. Using table D-I, locate the student's actual age at the time of testing under the heading "median age." Under the heading "grade," locate the grade and month of school year corresponding to the student's actual age at the time of testing. (Example: for a youth fourteen years and one month old, the corresponding grade level is 8.7, eighth grade-seventh month.)

ii. Using the student's age-based grade and his raw score on the aptitude (IQ) test, calculate the IQ. (It will be necessary to refigure the IQ if you are using a recent test for which an IQ score was figured using the student's actual grade placement, unless it is identical to his age-based grade.)

c. Determine the mean and standard deviation of the aptitude (IQ) test from the test manual.

i. If the aptitude (IQ) test has a mean of 100 and a standard deviation of 15 (as does the WISC-R and WAIS-R), enter that score in the box at step 1 on the "Aptitude-Achievement" Discrepancy Worksheet."

ii. If the aptitude (IQ) test has a mean of 100 and a standard deviation of 16 (as does the Stanford-Binet-Revised), go to Table F-1 and convert the score from the test to the equivalent score for a standard deviation of 15 and enter it in the box at step 1 on the "Aptitude-Achievement Discrepancy Worksheet."

FORM VI-B

APTITUDE-ACHIEVEMENT DISCREPANCY WORKSHEET

STEP 1. APTITUDE (IQ) SCORE. . . . . [ ]

STEP 2. ACHIEVEMENT SCORE. . . . . [ ]

(SUBTRACT) [ ]

STEP 3. DISCREPANCY. . . . . [ ]

a. If the difference is <u>smaller</u> than 24, no discrepancy is indicated. Stop. No further calculations are necessary. Check box 7c below.

b. If the difference is <u>24 or greater</u>, go to the next set of steps below to weigh the statistical significance of the difference.

STEP 4 ACHIEVEMENT RELIABILITY	STEP 5 APTITUDE RELIABILITY	STEP 6 STANDARD ERROR OF DIFFERENCE
[ ]	[ ]	[ ]

STEP 7. CONSIDER THE STATISTICAL SIGNIFICANCE OF THE DISCREPANCY.

[ ] a. The "discrepancy" in step 3 is <u>larger</u> than the "standard error of difference" in step 6. The discrepancy is statistically <u>significant</u> The student has met the criterion for a severe discrepancy.

[ ] b. The "discrepancy" in step 3 is <u>equal</u> to or <u>smaller</u> than the "standard error of difference" in step 6. The discrepancy is <u>not</u> statistically <u>significant</u>. The student has NOT met the criterion for a severe discrepancy.

[ ] c. The "discrepancy" in step 3 is smaller than 24. It is not necessary to consider the statistical significance. The student has NOT met the criterion for a severe discrepancy.

iii. If the aptitude does not have a mean of 100 and a standard deviation of either 15 or 16, use the formula below to convert the standard score of the test (not the raw score) and enter it in the box at step 1 on the "Aptitude-Achievement Discrepancy Worksheet." (You will need to obtain the standard score mean and standard deviation of the test from the test manual.)

$$\text{Standard Score} = \frac{15X + 100S - 15M}{S}$$

X = The standard score made by the student on the test.

S = The standard score deviation of the test.

M = The standard score mean of the test

iv. If only percentiles are given, use Table B-I in Appendix B to change the percentile rank to a standard score and enter the standard score in the box at step 2 on the "Aptitude-Achievement Discrepancy Worksheet."

STEP 2. From the student's achievement test, find the student's age based standard score. You must use the actual age of the child at the time of testing, NOT the grade the child is in. (Note: Many achievement tests provide only grade-based scores. If the test you use has only grade-based scores, you will have to convert the student's actual age into the median grade for that age as described in step 2-a below. If age scores are available, use step 2-b.)

a. Grade norms. If the achievement test gives standard scores or percentiles by grade level:

i. Convert the student's actual age to its grade equivalent. Go to Table D-I in the Appendix. Locate the student's actual age under the heading "median age." (If the exact month is not given, use the year and month closest to the actual age.) Now locate the corresponding grade level under the heading "grade." (Example: For a student who is fourteen years-one month, the corresponding grade is 8.7, eighth grade-seventh month of the school year.)

ii. Use the age-based grade (even if it is not the student's actual grade placement) to find the standard score or percentile rank in the appropriate table of the test manual.

iii. If a standard score with a mean of 100 and a standard deviation of 15 is given in the manual, record the standard score obtained in the box at step 2 on the "Aptitude-Achievement Discrepancy Worksheet."

iv. If a standard score with a mean of 100 and standard deviation of 15 is not reported, use the formula given in step 1-c-iii to convert the standard score to one with a mean of 100 and a standard deviation of 15. Record the score in the box at step 2 on the "Aptitude-Achievement Disrepancy Worksheet."

v. If only percentiles are given, use Table B-I in Appendix B to change the percentile rank to a standard score and enter the standard score in the box at step 2 on the "Aptitude-Achievement" Discrepancy Worksheet."

b. If the achievement test gives standard scores or percentiles by age:

i. Find the standard score or percentile rank for the achievement test score of the student in the appropriate table of the test manual according to the student's actual age.

ii. If a standard score with a mean of 100 and standard deviation of 15 is given in the manual, record the standard score obtained in the box at step 2 on the "Aptitude-Achievement Discrepancy Worksheet."

iii. If a standard score with a mean of 100 and a standard deviation of 15 is not reported, use the formula given in step 1-c-iii to convert the standard score to one with a mean of 100 and a standard deviation of 15. Record the score in the box at step 2.

iv. If only percentiles are given, use Table B-I in Appendix B to change the percentile rank to a standard score and enter the standard score in the box at step 2 on the "Aptitude-Achievement Discrepancy Worksheet."

STEP 3. Subtract the age-based achievement score (step two) from the age-based aptitude (IQ) score (step one). Enter the difference in the box at step 3 on the "Aptitude-Achievement Discrepancy Worksheet."

a. If the age-based achievement score is larger than the age-based aptitude (IQ) score, you will get a negative value. This indicates the youth is overachieving. If this is the case, you are finished and need not do any further calculations. Check box 7c on the "Aptitude-Achievement Discrepancy Worksheet."

b. If the age-based aptitude (IQ) score is larger than the age-based achievement score, you will get a positive value when you subtract.

i. If the difference is less than 24, a severe discrepancy is not indicated. If this is the case, you are finished and need not do any further calculations. Check box 7c on the "Aptitude-Achievement Discrepancy Worksheet."

ii. If the difference is 24 points or greater, the discrepancy criterion for placement in a learning disabilities program may have been met. Go to the next set of steps below to weigh the statistical significance of the difference.

STEP 4. Obtain the reliability of the achievement test from the test manual. Use "test-retest" or "equivalent form" reliability if available. Some tests may not give this type of reliability and you may have to use a "split-half" reliability instead. Make sure you use the student's actual age or grade based on the actual age at the time of testing and not the grade placement when locating the reliability value. Enter the value in the box at step 4 on the "Aptitude-Achievement Discrepancy Worksheet."

STEP 5. Follow the same procedure you did in step 4 to locate the reliability of the aptitude (IQ) test and enter it in the box at step 5 on the "Aptitude-Achievement Discrepancy Worksheet." Be sure to use the actual age of the student or the grade based on the actual age (found as described in step 1-b-i above).

STEP 6. Using the values from steps 4 and 5, go to Table E-I and locate the standard error difference. Enter this value in the box at step 6 on the "Aptitude-Achievement Discrepancy Worksheet."

STEP 7. Consider the statistical significance of the discrepancy and check the appropriate box at step 7 on the worksheet.

a. If the "discrepancy" in step 3 is LARGER than the "standard error of difference" in step 6, the discrepancy is statistically SIGNIFICANT. The student should be considered for placement in a learning disabilities program by the evaluation team.

b. If the "discrepancy" in step 3 is EQUAL to or SMALLER than the "standard error of difference" in step 6, the discrepancy is NOT statistically significant. A severe discrepancy cannot be established because the difference may be due to error rather than an actual difference.

DOCUMENTATION OF A SEVERE DISCREPANCY

Kansas Administrative Regulations [K.A.R. 91-12-58(a)(6)] requires as a part of the written report prepared by the multidisciplinary team, a statement as to whether a student has a significant discrepancy between aptitude and achievement. In addition, K.A.R. 91-12-58(a)(5) states that: "In cases where significant discrepancy criteria have not been met, but the multidisciplinary team believes there is a significant discrepancy, the team shall state, in writing, the assessment procedures used, the assessment results, the criteria applied to judge the importance of any difference between expected and current achievement, and its reasons for believing that a severe discrepancy is present...." Whether a severe discrepancy is determined by test results or by professional judgement, written documentation of the discrepancy must be included in the written comprehensive evaluation report.

Two forms have been provided to assist in documenting the severe discrepancy. They may be used as they are or modified by local education agencies. The first form, "Standard Documentation of a Severe Discrepancy" can be used to document the presence (or absence) of severe discrepancies determined through testing. The second form, "Nonstandard Determination and Documentation of a Severe Discrepancy," can be used to provide written documentation of a severe discrepancy in those cases in which the numerical criteria have not been met, but the multidisciplinary team believes there is a significant discrepancy.

INSTRUCTIONS FOR DOCUMENTATION FORMS

Standard documentation of a severe discrepancy. Completing the "Standard Documentation of a Severe Discrepancy" form is simple and straightforward. Under the heading, "Aptitude (Intelligence) Test(s)," give the name and, where applicable, the subtests of the aptitude or intelligence test administered. In the appropriate columns, give the age based standard scores ($\bar{X}$ = 100, S.D. = 15) for each test listed. The same instructions apply to the "Achievement Test(s)" section. Following each achievement test, the aptitude test used to determine whether or not a severe discrepancy was indicated should be given. In addition, whether or not there was a severe discrepancy should be indicated by circling the appropriate "yes" or "no" response.

STANDARD DOCUMENTATION OF A SEVERE DISCREPANCY

Student: _____

Aptitude (Intelligence) Test(s) Given*

	Name	Standard Score
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

Achievement Test(s) Given*

	Name	Standard Score	Aptitude Test Compared*	Standard Score	Discrepancy met? (circle one)	
1.	_____	_____	_____	_____	Yes	No
2.	_____	_____	_____	_____	Yes	No
3.	_____	_____	_____	_____	Yes	No
4.	_____	_____	_____	_____	Yes	No
5.	_____	_____	_____	_____	Yes	No
6.	_____	_____	_____	_____	Yes	No
7.	_____	_____	_____	_____	Yes	No
8.	_____	_____	_____	_____	Yes	No
9.	_____	_____	_____	_____	Yes	No
10.	_____	_____	_____	_____	Yes	No
11.	_____	_____	_____	_____	Yes	No
12.	_____	_____	_____	_____	Yes	No
13.	_____	_____	_____	_____	Yes	No
14.	_____	_____	_____	_____	Yes	No

Note: Use additional pages if necessary.

* Subtests used in evaluating the student for a severe discrepancy should be included (e.g. WISC-R--Verbal Scale, Woodcock Reading Mastery--Paragraph Comprehension).

Nonstandard determination and documentation of a severe discrepancy: Part I, aptitude.

A. Give the names of all the aptitude (intelligence) tests given the student. For each test, give the age based standard score ($\bar{X}$ = 100, S.D. = 15) actually obtained by the student on the test(s).

B. Give the specific reasons for the belief that any given test score is invalid.

C. Give other evidence of the students intellectual ability. Be specific.

Nonstandard determination and documentation of a severe discrepancy: Part II, achievement.

A. Specify the achievement area. Use a separate form for each area evaluated. Give the names of all achievement tests given in the achievement area under Considerations. For each test, give the age based standard score (($\bar{X}$ = 100, S.D. = 15) actually obtained by the student on the test(s).

B. Give the specific reasons for the belief that any given test score is invalid.

C. Give other evidence of the student's achievement level. Be specific.

Nonstandard determination and Documentation of a severe discrepancy: Part III, the discrepancy.

A. State the specific achievement area and list test results and/or other indices of the severe discrepancy.

B. Explain how the specific evidence indicates the existence of a severe discrepancy. To simply state that the evaluation team believes a discrepancy exists, or that the student demonstrates higher intelligence, or that the student can learn is insufficient.

C. List the other data considered and state why the other data for the specific achievement area under consideration failed to indicate the existence of a severe discrepancy. The weight of all evidence must be considered. If there is one indicator of a discrepancy but many indicators against, the decision should be that most likely no discrepancy exists.

D. If test scores are believed to be invalid because of the suspected learning disability, then at least two other plausible causes for the obtained scores should be given. In addition, the effects of the suspected disability should be evaluated for its effect on all measures of ability and achievement. It would be improper to state that the disability affected aptitude without considering its effect on achievement.

FORM VI-D
Part I

NONSTANDARD DETERMINATION AND
DOCUMENTATION OF A SEVERE DISCREPANCY

Student: _____

I. Aptitude (Intelligence)

A. Test(s): Name — Standard Score

1. _____ ____

2. _____ ____

3. _____ ____

4. _____ ____

B. Validity of test results:

C. Other indices of aptitude:

FORM VI-D
Part II

NONSTANDARD DETERMINATION AND DOCUMENTATION OF A SEVERE DISCREPANCY

Student: _____

II. Achievement (specify: preacademic skills, oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation or mathematical reasoning)

A. Test(s):

Name	Standard Score
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

B. Validity of test results:

C. Other indices of achievement:

FORM VI-D
Part III

NONSTANDARD DETERMINATION AND DOCUMENTATION OF A SEVERE DISCREPANCY

III. Is there a severe discrepancy indicated?

A. State the specific achievement area and list the test results and/or indices that indicate the existence of a severe discrepancy.

B. Explain how the specific evidence indicates the existence of a severe discrepancy.

C. List the other data considered and state why the other data for the specific achievement area under consideration failed to indicate the existence of a severe discrepancy.

D. If specific deficits related to a suspected learning disability are believed responsible for the failure to detect a severe discrepancy, what other alternative explanations of the test results are possible with regard to this student? If the disability is believed to affect the aptitude score, its effect on achievement must be considered as well.

DIAGNOSTIC CLINICAL TEACHING

The following procedure is designed for a clinical type setting. Such a clinic may be set up by a university, a large cooperative or school district or a regional service center. While the procedure would be useful for evaluating and planning for any student, by its intensive nature, it will be feasible for only a small percentage of students referred for evaluation.

Clinical diagnostic teaching can provide information which cannot be gained through the normal comprehensive evaluation. This procedure is particularly useful for cases which are unusually difficult to diagnose. The procedure may provide the information necessary to determine whether a student is failing to learn because of a lack of intellectual ability or a specific disability. The clinical approach also provides an opportunity to rule out the possibility of inappropriate instruction. The focus can then shift to the student's learning style. Most experts in the field of learning disabilities would agree that students diagnosed as having a learning disability have the aptitude for learning, but are unable to engage the learning process under average instructional settings. Students with learning disabilities require flexible instructional procedures to circumvent, adapt, or cope with their handicapping condition in order to learn.

The clincial decision-making process is time consuming but, with regard to the benefits for the student suspected of having a learning disability, it can be time effective in difficult-to-diagnose cases. This procedure requires that the clinical diagnostician, a highly-trained teacher, identify specific areas of concern for the student and, for each of these areas, offer appropriate individual instruction over time while documenting instructional results.

The following outlines the general diagnostic process:

1) The child has been determined, through the comprehensive evaluation, to be eligible for special education, but more information is needed to determine the most appropriate placement.

2) Diagnostician reviews test data and conducts an ecological assessment through interviews with teachers, parents, and the student (if appropriate).

3) Diagnostician develops a four-week plan focused on student strengths and concerns identified in Step 2 and in conjunction with scope and sequence of skills acquired.

4) Specific measurable objectives for each area of instruction are written.

5) Student is seen on a daily basis for at least two hours by the diagnostician in a one-on-one setting.

6) A number of materials, specific to the needs of the student, are introduced.

7) Instruction and evaluation are presented in different formats using instructional levels appropriate to the students level of acquisition.

8) Continuous daily performance is charted.

9) Reliability checks on student performance are made by an outside observer.

10) Anecdotal records of student behavior, comments, physical condition, learning behavior, and strategic behavior are kept.

11) Materials and instructional procedures are continually re-evaluated to determine whether there is a best match.

12) Diagnostician concludes by summarizing daily graphs, anecdotal records, and other data in a written report.

13) Multidisciplinary team determines the most appropriate placement and finalizes the child's IEP.

14) Based on procedures and materials used, the diagnostician makes recommendations for instruction to the special education teacher and regular education teacher as appropriate.

It is important to note that the level of expertise needed for the diagnostician will require above average teaching skills.

For further description of levels of presentation, see:

Hudson, F. G., Colson, S. E., Braxdale, C. T. (1984). Instructional planning for dysfunctional learners: Levels of presentation. Focus on Exceptional Children, 17(3).

DISCREPANCY AND THE IEP

Areas in which severe discrepancies are identified need to be addressed in the IEP. It would be inappropriate to identify a student on the basis of a severe discrepancy in an area and then ignore that area in the student's programming.

DISCREPANCY AND EXIT CRITERIA

One of the objectives of programs for learning disabled students is to teach them to compensate for their handicap. If a program has been successful, a comprehensive re-evaluation may reveal that the discrepancy is no longer great enough to meet the severity criterion. The absence of a severe discrepancy upon re-evaluation should be considered as an indication that a less restrictive placement needs to be considered. It is not to be considered as an indicator for automatic termination of services. It must be remembered that a discrepancy is not something a student has or does not have, it is a continuum along which a point has been determined to represent the level beyond which a student needs special services.

As a learning disabled student learns to cope with his/her handicapping condition, he/she should be moved along the continuum of services. This may mean moving from a self-contained class to a resource room. It may mean going from three hours of service to one or two. It may mean going from a resource room model to a consulting model program. Finally, it may mean termination of special services. The level of services must be decided by the multidisciplinary team on a case-by-case basis according to the needs of the student. In considering the needs of the student, consideration should be given to transition periods, particularly from elementary to junior high school and from junior high to a senior high. If it is the decision of the multidisciplinary team that special education services are no longer needed, a trial placement in the regular classroom of not more than one semester without direct instruction from the special education teacher is recommended. At the end of this period, the need for services should be evaluated.

On the following page is a brief checklist that can be used to help determine if a student is ready to exit the special education program for a trial placement in regular education.

Student: _____ FORM VI-E

Date: _____

Sample Exit Checklist

(circle one)

Yes	No	1.	Is the student meeting or exceeding his current IEP objectives?
Yes	No	2.	Is the student making satisfactory progress in mainstream classes?
Yes	No	3.	Does the student have the necessary basic skills to meet the demands of the regular class with regard to:
Yes	No		(a) reading?
Yes	No		(b) writing?
Yes	No		(c) math?
Yes	No		(d) note taking?
Yes	No		(e) test taking?
Yes	No		(f) study skills (e.g., can the student use the table of contents, index, maps, charts, and headings of a book; use dictionary, encyclopedia or other reference work; use a ruler, scissors or other tools; organize material or break it into smaller units to study and use mnemonics?
Yes	No		(g) following instructions (written or oral)?
Yes	No	4.	Does the student have the level of work habits necessary (e.g. can attend, complete homework, is self starting, studies independently)?
Yes	No	5.	Does the student possess the necessary social skills (e.g. take criticism, work with others, wait in turn, express themselves in a socially acceptable manner)?
Yes	No	6.	Can any special needs be met in the regular class (e.g. needs texts with lower reading level, needs assignments to be given/explained orally, needs extended time for assignments)?
Yes	No	7.	Is the regular class teacher(s) able to meet any special needs?
Yes	No	8.	Does the special education teacher believe the student can succeed in the regular setting?
Yes	No	9.	Does the regular teacher(s) the student is mainstreamed with believe the student can succeed in the regular setting?
Yes	No	10.	Does the student believe he/she can succeed in the regular setting?

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SC/SEFB/4

Chapter Seven

Career Education, Vocational Education and Vocational Rehabilitation

CHAPTER SEVEN

CAREER EDUCATION, VOCATIONAL EDUCATION, AND VOCATIONAL REHABILITATION

There are four parts to this chapter. The first part discusses the importance of career and vocational education for LD students and defines key terms. The second part discusses career education with particular emphasis on curriculum and delivery approaches. The third part discusses the legal obligations of local education agencies, assessment procedures and delivery or administrative models for vocational education. The final part discusses the procedures by which eligible LD students may be referred to vocational rehabilitation and the types of services that may be expected.

HEADING OUTLINE

	Page
Educational Considerations for the Life Adjustment Needs of Learning Disabled Students	VII-2
Definition of Terms	VII-2
Career Education	VII-2
Vocational Education	VII-2
Vocational Rehabilitation Services	VII-2
Career Education	VII-2
Career Education Content Areas	VII-3
Delivery Approaches in Career Education	VII-3
Examples of Delivery Approaches	VII-8
Implementation of Career Education	VII-10
Vocational Education	VII-11
Local Education Agencies Responsibilities	VII-11
Vocational Assessment Process	VII-12
Administrative Structures	VII-13
Regular Vocational Training	VII-13
Adopted Vocational Training	VII-13
Special Vocational/Occupational Training	VII-14
Work Adjustment Training	VII-15
Vocational Rehabilitation	VII-15
Eligibility	VII-16
Services	VII-16

EDUCATIONAL CONSIDERATIONS FOR THE LIFE ADJUSTMENT NEEDS OF LEARNING DISABLED STUDENTS

The importance of including programming related to the life adjustment needs of learning disabled persons has recently been emphasized by both the U.S. Department of Education and the Kansas State Department of Education. Too often learning disabled students are leaving our educational systems unequipped with the vocational skills, daily living skills, or the occupational information essential for making a successful transition from school to the community. While LD teachers are necessarily concerned with the basic academic skill needs of their students, basic academic skills alone are not sufficient to lead to a satisfying and meaningful life after formal education ends. This is particularly true for LD students, whose rate of learning and ability to generalize are often much less than for normal students. Increasingly the professional literature is documenting that the most frequently cited problem areas of LD adults are the areas of interpersonal relations and occupational guidance and information, not reading, math, and writing. Yet many programs for learning disabled students continue to stress these areas to the exclusion of what may be called life adjustment skills. LD teachers must be careful to provide education in all areas related to adult adjustment.

DEFINITION OF TERMS

Discussed below are some of the major terms in the area of life adjustment.

Career education. The goal of career education is not to force students to make a specific career choice or to equip students with a marketable vocational skill. Rather, the goal of career education is to facilitate students' knowledge of self (e.g., social skills, communication skills, interests, abilities) and to expand the range of planning options (e.g., lifestyle, leisure, occupation) to enable students to successfully meet the demands of school and adult life tasks.

Career development is a life-long process and its stages are related to the stages of human development. Career education extends from kindergarten to the end of formal education.

Vocational education. Vocational programs are designed to provide training in specific vocational skills. This training may occur during the high school or post high school years. Among the many types of vocational education programs are business education, office education, distributive education, child care, and nursing.

Vocational rehabilitation services. Vocational rehabilitation agencies are primarily concerned with helping disabled persons obtain and maintain employment. Services include vocational evaluations, counseling, training, and placement. High school students who are learning disabled may be referred for services at age sixteen.

CAREER EDUCATION

Career education includes the following four broad curricular areas:

1) Self-Knowledge and Self-Development

Focus: Development of realistic self-concept, and the acquisition of attitudes, values, and habits related to success within the family, school, community and the work world.

2) Human Relations/Social Skills

Focus: Development of communication skills, interpersonal skills, problem-solving skills necessary for successful functioning within the family, school, community, and work settings.

3) Daily Living Skills

Focus: Acquisition of knowledge and skills required for independent functioning within family, school, community, and work settings (e.g., goal setting, purchasing, budgeting, securing services, civic responsibilities, leisure activities).

4) Occupational Guidance and Preparation

Focus: Acquisition of knowledge of occupations and the work world, exploration of occupations related to individual interests and abilities, goal setting and preparation for occupations.

CAREER EDUCATION CONTENT AREAS

The three tables on the following pages are intended to serve as examples of the knowledge and competency sets typically included in career education curriculum guides. It will be noted that many of the knowledge and competency sets are a part of existing regular education curriculum.

Acquisition of career education competencies, like all learning, must progress from simple to complex. Although grade levels are not specified, Table I, the Awareness level, corresponds roughly to the elementary years. Table II, the Exploration level may be taught during middle school or junior high years. The third level, the Preparation level may be taught during the high school years.

DELIVERY APPROACHES IN CAREER EDUCATION

There is a continuum of approaches to the delivery of career education from separate programming at one end to infusion programming at the other. Separate programming treats career education distinct from other school content. For example, separate programming might consist of a short unit specifically designed to teach certain money skills or a semester-long course on personal grooming. In this approach, the goals and objectives of the career education content are the primary focus.

TABLE I
AWARENESS LEVEL

SELF-KNOWLEDGE	SOCIAL SKILLS	DAILY LIVING	OCCUPATIONS
1. Awareness of self a. physical attributes b. interests and attitudes c. physical abilities d. values e. academic abilities f. social skills g. personal goals	1. assume responsibility for behavior	1. awareness of leisure interests	1. role of work in community
2. Acceptance of differences between self and others a. physical attributes b. interests and attitudes c. physical abilities d. values e. academic abilities f. social skills g. personal goals	2. awareness of situation-specific standards of behavior	2. involvement in organizations, activities in school, in community	2. awareness that one is a consumer and producer
	3. getting along with peers	3. awareness of similarities and differences between work and leisure	3. identify occupations by clusters within the community
	4. getting along with adults	4. acquisition of mathematical skills in computation and problem-solving	4. awareness of differences in occupation related to: a. work setting b. work schedules c. physical demands d. skill demands e. training demands f. interests g. ability h. pay i. benefits
	5. getting along with family	5. acquisition of communication skills in listening comprehension, oral language, reading, written expression	
	6. awareness of differences in leadership styles, coping styles	6. acquisition of knowledge in natural sciences	
		7. acquisition of knowledge of social sciences	
		8. awareness of current events	
		9. awareness of relationship of school tasks to family, community tasks	
		10. awareness of problem-solving	

VII-4

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TABLE II
EXPLORATION LEVEL

SELF-KNOWLEDGE	SOCIAL SKILLS	DAILY LIVING	OCCUPATIONS
1. self assessment of a. attitudes b. values c. habits d. academic abilities e. physical abilities f. social skills	1. assessment of self in relation to a. leadership styles b. coping styles c. getting along with peers d. getting along with adults e. getting along with family f. identification of self-expectations g. identification of expectations of others h. identification of setting specific rules of behavior in school, family, leisure, community	1. development of leisure interests, participation 2. development of mathematical skills in computation, problem-solving 3. development of communication skills in a. listening comprehension b. oral language c. reading d. written expression 4. development of knowledge in natural sciences 5. development of knowledge in social sciences 6. awareness of current events 7. relevance of school tasks to family and community tasks 8. development of planning and goal-setting in relation to daily living tasks 9. development of problem-solving strategies for daily living demands	1. explore sources of occupational information 2. conduct job analyses of various occupations within career clusters 3. explore the relationship of values, attitudes, physical abilities, academic abilities to careers 4. explore planning and decision-making related to occupations
2. strategies to accept or modify characteristics of self a. attitudes b. values c. habits d. academic abilities e. physical abilities f. social skills			

TABLE III
PREPARATION LEVEL

SELF-KNOWLEDGE	SOCIAL SKILLS	DAILY LIVING	OCCUPATIONS
1. acceptance of responsibility for self	1. acceptance of responsibility to self for: a. tasks b. behavior	1. develop functional adult-level communication skills in a. listening comprehension b. oral language c. reading d. written language	1. development of work adjustment skills
2. responsibility for planning strategies to accept or modify self characteristics	2. acceptance of civic responsibilities a. personal rights and freedoms b. compliance with rules and regulations imposed within the family, school and community c. rights and freedom of others	2. develop functional adult-level mathematical skills in a. computation of whole numbers, decimals, fractions b. graphs, tables, conversions c. problem-solving skills involving money, measurement, percentages, fractions	2. develop ability to generate career options in relation to interests, abilities, opportunity, cost of training and local market need
3. application of self-knowledge in relation to planning and goal- setting for family, school, leisure, and work roles	3. application of personal leadership style and coping styles to planning and goal setting for lifestyle optons, occupational options	3. develop budgeting, banking skills	3. develop ability to formulate tentative career goals
		4. develop problem-solving and/or goal planning procedures to use in: a. securing, maintaining personal residence b. obtaining personal services (e.g., tax preparation, insurance, medical needs) c. meeting transportation requirements (e.g., financing a car, licenses, tags, insurance, mass transit) d. leisure and recreational options e. family responsibilities (marital roles, parental roles)	4. develop ability to plan the steps to reach tentative career goals 5. develop procedures for locating, applying, and interviewing for jobs 6. preparation of portfolio and collection of information for job applications, job resume 7. preparation for specific education and training (e.g., vocational/technical training, higher education, vocational rehabilitation programs)

TABLE III
PREPARATION LEVEL

SELF-KNOWLEDGE	SOCIAL SKILLS	DAILY LIVING	OCCUPATIONS
		f. civic responsibilities (e.g., voting, law) g. personal needs (e.g., grooming, appropriate dress, family planning)	
		5. develop functional knowledge of the structure of city, county, state, and federal government	
		6. develop functional competencies in consumer economics (warranties, leases, contracts, advertising, credit ratings, consumer rights)	

The decision to provide separate programming involves consideration of the following questions:

1) Is the career education knowledge or competency set critical to the career development of this student?

2) Can the career education knowledge or competency set be effectively taught within another curricular strand?

3) Is a curricular guide or scope and sequence for separate programming available?

Note: Daily allotted instructional time for separate programming need not present a formidable time-management problem. Well-planned, well-presented direct instruction may require as little as ten to fifteen minutes per day. In addition, independent learning or center activities may be utilized to provide practice or enrichment.

At the other end of the continuum is infusion. In this approach, career education concepts are integrated into other subject matter. With infusion, the primary learning objectives remain with the content area but career education content is incorporated. For example, when an instructional objective in reading focuses on following directions, activities could include following directions on household products or recipes. In this example, the primary learning objective is the ability to follow directions, but daily living skills are also incorporated. Infusion is very helpful in making abstract content more concrete and relevant to the students.

The decision to provide infusion programming involves consideration of the following questions:

1) Is the career education knowledge or competency set critical to the career development of this student?

2) Can career education be integrated within existing curricula without compromising the attainment of either the traditional or career education knowledge or competency sets?

In the middle of the continuum is the use of a combination of the separate curriculum and the infused curriculum. Some career education curriculum knowledge and competency sets may be easily integrated into traditional curriculum. Other knowledge and competency sets may be highly specific to career education or may require the intensive instruction that can be delivered only through separate curriculum. The combination approach then, may afford greater flexibility for teacher planning and wider exposure to career education knowledge and competency sets for students than either approach used alone.

EXAMPLES OF DELIVERY APPROACHES

The following example of separate programming demonstrates goals and behavioral objectives drawn directly from career education knowledge and competency sets. Academic knowledge and competency sets may be used as enabling objectives or taught as a corollary to career education focus.

Competency Area: Occupational Information (K-2 grades)

Instructional Goal: Awareness of specific worker roles and work settings for secretaries within business-clerical career cluster.

Objective: (5-7 days) When presented with pictures of office equipment used by the Midway Elementary School secretary, the student will correctly identify the equipment and describe (orally) uses for eight out of ten pictures.

Topics: Office equipment and job responsibilities:

1) Typewriter and/or microcomputer used to type:

   a. memos
   b. letters
   c. inventory of supplies

2) Copy machines, dittos, thermofax/copies, photocopiers used to:

   a. publish Midway Elementary School Directory of teachers and students
   b. make copies for students' work assignments in mathematics, social studies, language arts, etc.
   c. make overhead transparencies for teachers to use in the classroom.

3) Telephone used to:

   a. receive calls from businesses, community agencies, parents, students and teachers.
   b. make calls to businesses, community agencies, parents, teachers from Midway Elementary School.

4) Intercom system used to:

   a. make announcements to teachers and students
   b. broadcast emergency drills (fire and tornado).

5) Adding machine used for:

   a. money received for lunches
   b. school fees.

Instructional Resources: tour of school office, oral presentation by school secretary, picture file of office equipment, Learning Center of mock school office, situational role playing with the mock school office.

The following example of Infusion Programming demonstrates that the primary focus of goals and objectives are drawn from traditional curriculum. Career education knowledge and competency sets are used as enabling objectives and are subsumed within the traditional subject matter objective.

Competency Areas: Mathematics/occupational information (5-7 grades)

Instructional Goals: Ability to read a road map. Awareness of careers within the transportation career cluster

Objectives: (5-7 days): Given a road map and directed to use the map key and direction symbols, the student will correctly answer 9 out of 10 written questions within twenty (20) minutes.

Given an array of paper supplies and resource materials, the student will construct a book containing pictures of five vehicles within the transportation career cluster and describe in written form the use of map reading as a critical job skill for each of the career fields.

Instructional Resources:

Math Text: Mathematics Today Level 5 (1985)
Accompanying workbook (Harcourt Brace Jovanovich, Publishers, page 144).

U.S. Department of Labor. Dictionary of Occupational Titles - Washington, D.C.: U.S. Government Printing Office.

U.S. Department of Labor, Bureau of Labor Statistics. Employment Outlook for Mathematics Occupations -- Mathematicians, Statisticians. Washington, D.C.: U.S. Government Printing Office. 1985-1986.

U.S. Department of Labor, Occupational Outlook Handbook. Washington, D.C.: Government Printing Office.

Young, M. "If I Series" (Lathrup, Lee & Shepard). If I Drove a Bus (1973). If I Drove a Train (1972). If I Drove a Truck (1967). If I Flew a Plane (1970).

Freeman, D.R. Westover, M.M. and Willis, W. The Very Important Person Series (Children's Press) Set 1: The Work World of Wheels (1973).

Implementation of Career Education. The ultimate responsibility for career education program implementation rests with the individual teachers of the learning disabled. The following set of self-check questions can be used to determine the extent to which career education objectives have been included in the Individual Education Plan.

1) Do long-range goals reflect career development competencies?

2) Do short-term objectives reflect separate career education instructional units (e.g., personal grooming, career decisioning, interview skills, careers orientation class)?

3) Do short-term objectives reflect systematic infusion of career education components or competencies with content area instruction?

4) Are career oriented instructional materials used?

5) Are resource persons used to further career education competencies?

6) Are service resources used to further career education competencies?

7) Do evaluation criteria for short-term objectives reflect an appropriate pre-test/post-test sequence for career education competencies?

8) Is the criteria for short-term objectives and the outcome measures for the long-range goal consistent?

VOCATIONAL EDUCATION *

The delivery of a continuum of appropriate programs and services to handicapped individuals requires the cooperative efforts of the Special Education Administration Section and Vocational Education Administration Section in the Department of Education and the Division of Vocational Rehabilitation in the Department of Social and Rehabilitation Services. Regulations accompanying the Education of All Handicapped Children Act of 1975 (P.L. 94-142), the Vocational Education Amendments (P.L. 94-482), the Rehabilitation Act of 1973 as amended by P.L. 95-602, and the Kansas Special Education for Exceptional Children Act (K.S.A. 72-933 and 72-966), all address the provision of appropriate vocational training for handicapped students. "'Vocational training' means instruction which prepares handicapped individuals for paid or unpaid employment, or which provides additional preparation for a career requiring other than a baccalaureate or advanced degree" (K.A.R. 91-12-22(uu)).

Vocational training is broader than traditional vocational education and encompasses a variety of alternative delivery models necessary to meet the unique needs of handicapped learners. The concept of vocational training includes the vocational education funded programs as well as the postsecondary options. Special education students who are interested in and can benefit from vocational education programs must have access to them. Traditional vocational education programs must be expanded and strengthened to assure their appropriateness for handicapped students. Modified, adapted, or special vocational training programs must be available for those special education students who cannot benefit from the regular vocational education programs.

It is essential that a close working relationship be established and maintained among special education, vocational education, and vocational rehabilitation personnel (see the next section) in order to provide an integrated delivery system for the vocational training of the handicapped. The provision of vocational training programs must be based upon a mutual commitment and philosophy of placement of handicapped persons in the least restrictive environment as well as a commitment to the coordination of these services among agencies.

LOCAL EDUCATION AGENCIES' RESPONSIBILITIES

"Each local education agency shall adopt procedures for assuring participation of special education children in vocational training programs"(K.A.R. 91-12-65(a)). The local education agency should establish cooperative efforts between agencies within and outside the district in order to ensure the efficient use of resources. The following objectives are suggested to guide the development of a local plan for providing appropriate vocational training programs and services:

* Material in this section has been largely adopted from the State Plan for Special Education.

1) To provide vocational education within the career education continuum to enable handicapped students to learn about and prepare for work.
2) To provide appropriate prevocational experiences to prepare handicapped students for placement in vocational training.
3) To provide handicapped students the opportunity to participate in a regular or special vocational training program in order to develop job-specific skills.
4) To provide vocational assessment to determine handicapped students' interests and vocational aptitudes in order to develop an appropriate individualized education program.
5) To provide supportive services needed to maximize the handicapped students' protential for success in a regular or specially designed vocational training program.
6) To provide work experience options to handicapped students to bridge the gap between the school program and the world of work.
7) To provide vocational counseling and job placement and follow-up services to handicapped students to assist them in securing and maintaining jobs suitable to their abilities and interests.
8) To provide appropriate work activities or sheltered employment training programs to handicapped students whose impairments are so severe as to prevent their immediate inclusion in occupational skill preparation programs.
9) To contact Vocational Rehabilitation Division or other appropriate agencies as indicated by the needs of the student.
10) To provide coordination in the preparation and implementation of individualized written rehabilitation programs for those students who are clients of Vocational Rehabilitation Division.

Programs designed to maintain handicapped students in regular vocational programs are a State priority. The learning skills center concept is a popular model. These centers are designed to provide improvement of basic education knowledge essential to the vocational education program. Vocational education special needs funds may also be used to pay for a paraprofessional to assist the vocational education teachers in adapting the program to meet the needs of handicapped students.

VOCATIONAL ASSESSMENT PROCESS

Vocational assessment is the process whereby school personnel gain insight into students' vocational potential -- their abilities, interests, and the most appropriate work environment. The assessment information should be used in planning the vocational training portion of the student's individualized education program.

The comprehensive evaluation for all referred secondary students should include a vocational assessment. For those secondary students previously identified as handicapped, the annual program review should include a vocational assessment.

In addition to evaluation requirements, a vocational assessment should address work history, work skills, work tolerance, self-confidence in work ability, job seeking skills, and work related competencies, such as mobility, communication, money management, grooming, and hygiene.

It is essential that the vocational assessment include interviews and behavioral observations as well as assessment instruments. Vocational assessment must be performed by persons qualified by training and experience for this function.

When such personnel are not available within the district, arrangements to provide this service can be made with other agencies, organizations, or qualified individuals. Vocational rehabilitation funds may be available for certain individual assessment procedures when such services do not duplicate existing assessment.

The assessment process will indicate vocational program decisions for the individualized education program (IEP) development. Planning needs to extend to the vocational expectations for the student at the completion of the high school program. Program completion may lead directly to employment or to a postsecondary program, then to employment.

ADMINISTRATIVE STRUCTURES

Vocational training may be provided in a variety of settings and under the direct or joint responsibility of different disciplines. Further, the amount and nature of instructional and/or support responsibility varies for each program. The following subsections provide general descriptions and examples that should assist local schools in program planning and implementation.

Regular vocational training. Regular vocational training refers to any general vocational education high school programs available in a school district regardless of the source of funding for the program. These would include traditional programs that provide specific skill training in vocational agriculture, business and office occupations, trade and industrial education, health occupations, cooperative education programs, etc., as well as any locally developed vocational training. This program would lead to advanced training at the postsecondary level or an entry level job.

"Regular vocational education programs shall be provided to each handicapped child who can benefit from participation in these programs" (K.A.R. 91-12-65(b)). All handicapped students who choose a regular vocational training program and have been determined to be capable of benefiting from the program without any significant changes in the courses would comprise the target population. Students would range from those requiring no support services to those needing one or more of such services as speech, prosthetic appliances, interpreter, note-taker, counseling, special materials, instructional aids or equipment, or transportation.

Instruction in regular vocational training programs is the responsibility of vocational education teachers in public or private programs. Student support services may be provided by vocational education, vocational rehabilitation, and special education funds. Direct individual support services may be provided or supervised by special education and/or special needs vocational education personnel. Indirect services for individuals through provision of equipment, appliances, tools, transportation, etc. may be provided by vocational rehabilitation funding when these services do not duplicate existing services.

Adapted vocational training. "Modified, adapted or special vocational training programs shall be available to each handicapped child who cannot benefit from regular vocational education programs" (K.A.R. 91-12-65(c)). Adapted vocational training represents program alterations or acommodations in any one or more of the available regular vocational training programs. Adaptations might be made through

curriculum modifications, changes in modality of instruction, or special instructional aids for the instructor. This program option should lead to regular or adapted vocational training at the postsecondary level or to an entry level job.

Instructional responsibility for adapted vocational training courses lies with vocational education instructors in the local education agency or area vocational-technical programs. Vocational education funds are available to make adaptations when necessary for special needs students. Student support services may be provided through vocational education, vocational rehabilitation, and special education funds. Direct individual support services may be provided or supervised by special education and/or special needs vocational education personnel. Indirect support services may be provided through vocational rehabilitation funding when these services do not duplicate existing services.

Special vocational/occupational training. Special vocational/occupational training programs are those that are designed specifically for selected vocational or occupational areas that are not available through an adapted vocational program or that provide training in occupational areas that are outside of the traditional scope of vocational education. Examples of special vocational/occupational programs include work-study programs and general industrial training through storefront training centers or on-campus product assembly line centers.

Training is usually directed toward a semi-skilled or service occupation for which there is a labor demand, and emphasis on prevocational skill training is a major component of the training. Participation in one or more of these types of programs is designed to provide prerequisite skills for entering an adapted vocational training program at the secondary or postsecondary level or to provide entry level job skills.

Students who select this program option or who have been determined to have disabilities that suggest difficulty in successful participation in a regular or adapted vocational program make up the target population for special vocational/occupational training programs. Students may need one or more of the support services provided for handicapped students to successfully complete this type of program.

Instructional responsibilities in special vocational/occupational training programs rests with the instructional personnel of any given program. Programs may be initiated and administered under the auspices of special education, cooperatives between vocational and special education personnel, or cooperatives between the local education agencies and public agencies or community rehabilitation agencies. Vocational education, vocational rehabilitation, and special education funds for the handicapped may be used in developing and maintaining programs of this type. Direct student support services may be provided or supervised by special education and/or special needs vocational education, as well as public or community agency personnel as part of their contractual agreements. Services for individuals may be provided through vocational rehabilitation funding when such services do not duplicate existing services.

Work adjustment training. Work adjustment training focuses on work readiness skills and personal-social development within the context of work sample procedures or structured situational assessment through on-the-job experience training. The program is designed to provide work-ready skills for participating in special vocational/occupational training programs or entry level job skills.

Students placed in a work adjustment program exhibit moderate to severe handicaps primarily in the area of personal and social functioning that interferes with their ability to succeed in other vocational/occupational programs. While these students may require some prevocational training, their primary training need is that of developing personal and social skills required by the world of work. Most of the students will need one or more support services, such as speech, occupational therapy, recreation therapy, counseling, social work, and transportation.

The responsibility for instruction in a work adjustment training program is assumed by special education, vocational education, and/or rehabilitation agency personnel. Indirect support services for individuals may be provided or contracted through vocational rehabilitation funds when such services do not duplicate existing services. Vocational education personnel may serve in a direct or advisory role in work adjustment training.

VOCATIONAL REHABILITATION

Education agencies are concerned with the overall life adjustment of learning disabled young persons within their communities including their ability to obtain and maintain employment. Vocational rehabilitation agencies are concerned with enabling learning disabled persons to achieve competitive employment and independent living.

In order that educational and vocational rehabilitation agencies might integrate goals, joint planning should ideally begin at the conclusion of the student's sophomore year in high school. This is to develop both long-term vocational goals and short-term objectives for career development/vocational skill training and personal adjustment. To effect this integration, school personnel should establish contact with the Vocational Rehabilitation counselor and encourage the counselor to provide guidance to those preparing IEPs. The Vocational Rehabilitation counselor must similarly assure that Individual Written Rehabilitation Plans (IWRP) are developed in conjunction with the IEPs.

Vocational Rehabilitation field counselors provide the core of vocational rehabilitation services by determining eligibility for services, developing with the client an Individualized Written Rehabilitation Plan, providing services that support employability, developing job opportunities, placing clients in jobs, and assisting the clients to use other resources.

ELIGIBILITY

Vocational Rehabilitation accepts the Kansas State Department of Education's definition of learning disabilities and the diagnosis of learning disabilities by local education agencies. However, to receive services, individuals must also meet Vocational Rehabilitation eligibility criteria.

Clients who are referred for Vocational Rehabilitation services are evaluated to determine eligibility based on the following two criteria; 1) the presence of a physical or mental disability(ies), which for the applicant constitutes, or results, in a substantial handicap to employment; and 2) a reasonable expectation that vocational rehabilitation services may benefit the applicant in terms of employability. Clients who meet these criteria are accepted for services and an Individualized Written Rehabilitation Plan is jointly developed by the client and counselor. Kansas Rehabilitation Services (KRS) also has an economic needs test when considering the amount of financial assistance to provide to the client; however, financial consideration is not part of the basic eligibility process.

SERVICES

In working with individuals diagnosed as having a learning disability, Kansas Rehabilitation Services will emphasize evaluation of the clients' rehabilitation potential. This will focus on identifying specific client deficits that impede, in a substantial way, preparing for, accessing, or maintaining entry level employment consistent with the clients/ capacities and abilities.

Once the problems are clearly identified, Vocational Rehabilitation division of KRS will work with the client to develop a plan of services designed to identify and/or achieve a vocational goal. The plan will emphasize removing and/or circumventing the problems identified earlier.

The employability needs of the client determine the types of services the client is eligible for. These may include:

1. Vocationally related counseling and guidance, (including personal adjustment counseling) to maintain a counseling relationship throughout the learning disabled person's involvement with vocational rehabilitation, and referral, if necessary, to help the individual secure needed services from other agencies.

2. Physical and Mental Restoration Services to correct or substantially modify a physical or mental condition which is stable or slowly progressive.

3. Training services include vocational training, personal and vocational adjustment, books, tools, and other training materials.

4. Maintenance, if necessary, not exceeding the estimated cost of subsistence, to derive the full benefit of other vocational rehabilitation services.

5. Transportation, if necessary, to derive the full benefit of other vocational rehabilitation services.

6. Services to family members may be provided when necessary for the vocational rehabilitation of the client.

7. Attendant, interpreter, driver, rehabilitation teacher, reader, and note-taking services may be provided to clients to permit full participation in the rehabilitation program.

8. Technological and telecommunication aids and devices may be provided when necessary for the vocational rehabilitation of the client.

9. Other goods and services may be provided, including job re-engineering or modification, equipment, stock, supplies, tools, occupational licenses and permits necessary to the employability of the client.

10. Placement in suitable employment.

11. Post-employment services to rehabilitated clients, when necessary, to maintain suitable employment.

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Appendix A
Regressed Standard Score Tables

TABLE A-1: KAUFMAN ASSESSMENT BATTERY FOR CHILDREN:
READING DECODING
WITH MENTAL PROCESSING COMPOSITE

AGES 5 AND 6 YEARS

IQ	AGE 5	AGE 6
65	38	42
66	39	43
67	40	44
68	41	45
69	42	46
70	43	47
71	44	48
72	45	49
73	46	50
74	47	51
75	48	52
76	50	53
77	51	53
78	52	54
79	53	55
80	54	56
81	55	57
82	56	58
83	57	59
84	58	60
85	59	61
86	60	62
87	61	63
88	62	64
89	63	65
90	64	66
91	65	67
92	66	68
93	67	69
94	68	70
95	69	71
96	70	72
97	71	73
98	72	74
99	73	75
100	74	76
101	75	77
102	76	78
103	77	79
104	78	80
105	79	81
106	80	82
107	81	83
108	82	84
109	83	85
110	84	86
111	85	87
112	86	88

IQ	AGE 5	AGE 6
113	87	89
114	88	90
115	89	91
116	90	92
117	91	93
118	92	94
119	93	95
120	94	96
121	95	97
122	96	98
123	97	99
124	98	100
125	99	101
126	100	102
127	101	103
128	102	104
129	103	105
130	104	106
131	105	107
132	106	108
133	107	109
134	108	110
135	109	111
136	110	112
137	111	113
138	112	114
139	113	115
140	114	116
141	115	117
142	116	118
143	117	119
144	118	120
145	119	121
146	120	122
147	121	123
148	122	124
149	123	125
150	124	125
151	125	126
152	126	127
153	127	128
154	128	129
155	129	130
156	130	131
157	131	132
158	132	133
159	133	134
160	134	135

TABLE A-1: KAUFMAN ASSESSMENT BATTERY FOR CHILDREN:
READING DECODING AND UNDERSTANDING
WITH MENTAL PROCESSING COMPOSITE

AGE 7 YEARS

IQ	READING DECODING	READING UNDERSTA
65	40	40
66	41	41
67	42	42
68	43	43
69	44	44
70	45	45
71	46	46
72	47	47
73	48	48
74	49	49
75	50	50
76	51	51
77	52	52
78	53	53
79	54	54
80	55	55
81	56	56
82	57	57
83	58	58
84	59	59
85	60	60
86	61	61
87	62	62
88	63	63
89	64	64
90	65	65
91	66	66
92	67	67
93	68	68
94	69	69
95	70	70
96	71	71
97	72	72
98	73	73
99	74	74
100	75	75
101	76	76
102	77	77
103	78	78
104	79	79
105	80	80
106	81	81
107	82	82
108	83	83
109	84	84
110	85	85
111	86	86
112	87	87

IQ	READING DECODING	READING UNDERSTA
113	88	88
114	89	89
115	90	90
116	91	91
117	92	92
118	93	93
119	93	93
120	94	94
121	95	95
122	96	96
123	97	97
124	98	98
125	99	99
126	100	100
127	101	101
128	102	102
129	103	103
130	104	104
131	105	105
132	106	106
133	107	107
134	108	108
135	109	109
136	110	110
137	111	111
138	112	112
139	113	113
140	114	114
141	115	115
142	116	116
143	117	117
144	118	118
145	119	119
146	120	120
147	121	121
148	122	122
149	123	123
150	124	124
151	125	125
152	126	126
153	127	127
154	128	128
155	129	129
156	130	130
157	131	131
158	132	132
159	133	133
160	134	134

TABLE A-1: KAUFMAN ASSESSMENT BATTERY FOR CHILDREN:
READING DECODING AND UNDERSTANDING
WITH MENTAL PROCESSING COMPOSITE

AGE 8 YEARS

IQ	READING DECODING	READING UNDERSTA
65	40	41
66	41	42
67	42	43
68	43	44
69	44	45
70	45	46
71	46	47
72	47	48
73	48	49
74	49	50
75	50	51
76	51	52
77	53	53
78	54	54
79	55	55
80	56	56
81	57	57
82	58	58
83	59	59
84	60	60
85	61	61
86	62	62
87	63	63
88	64	64
89	65	65
90	66	66
91	67	67
92	68	68
93	69	69
94	70	70
95	71	71
96	72	72
97	73	73
98	74	74
99	75	75
100	76	76
101	77	77
102	78	78
103	79	79
104	80	80
105	81	81
106	82	82
107	83	83
108	84	84
109	85	85
110	86	86
111	87	87
112	88	88

IQ	READING DECODING	READING UNDERSTA
113	89	89
114	90	90
115	91	91
116	92	92
117	93	93
118	94	94
119	95	95
120	96	96
121	97	97
122	98	98
123	99	99
124	100	100
125	101	101
126	102	102
127	103	103
128	104	104
129	105	105
130	106	106
131	107	107
132	108	108
133	109	109
134	110	110
135	111	111
136	112	112
137	113	113
138	114	114
139	115	115
140	116	116
141	117	117
142	118	118
143	119	119
144	120	120
145	122	121
146	123	122
147	124	123
148	125	124
149	126	125
150	127	126
151	128	127
152	129	128
153	130	129
154	131	130
155	132	131
156	133	132
157	134	133
158	135	134
159	136	135
160	137	136

TABLE A-1: KAUFMAN ASSESSMENT BATTERY FOR CHILDREN:
READING DECODING AND UNDERSTANDING
WITH MENTAL PROCESSING COMPOSITE

AGES 9 AND 10 YEARS

IQ	9 DECOD	9 UNDER	10 DECOD	10 UNDER
65	39	41	41	42
66	40	43	42	43
67	41	44	43	44
68	42	45	44	45
69	43	46	45	46
70	44	47	46	47
71	45	48	47	48
72	46	49	48	49
73	47	50	49	50
74	48	51	50	51
75	49	52	51	52
76	50	53	52	53
77	51	54	53	54
78	52	55	54	56
79	53	56	55	57
80	54	57	56	58
81	55	58	57	59
82	57	59	58	60
83	58	60	59	61
84	59	61	60	62
85	60	62	61	63
86	61	63	63	64
87	62	64	64	65
88	63	65	65	66
89	64	66	66	67
90	65	67	67	68
91	66	68	68	69
92	67	69	69	70
93	68	70	70	71
94	69	71	71	72
95	70	72	72	73
96	71	73	73	74
97	72	74	74	75
98	73	75	75	76
99	74	76	76	77
100	75	77	77	78
101	76	78	78	79
102	77	79	79	80
103	78	80	80	82
104	79	81	81	83
105	80	82	82	84
106	81	83	83	85
107	82	84	84	86
108	83	85	85	87
109	84	86	86	88
110	85	88	87	89
111	86	89	89	90
112	87	90	90	91
113	88	91	91	92
114	89	92	92	93
115	91	93	93	94
116	92	94	94	95
117	93	95	95	96
118	94	96	96	97
119	95	97	97	98
120	96	98	98	99
121	97	99	99	100
122	98	100	100	101
123	99	101	101	102
124	100	102	102	103
125	101	103	103	104
126	102	104	104	105
127	103	105	105	106
128	104	106	106	108
129	105	107	107	109
130	106	108	108	110
131	107	109	109	111
132	108	110	110	112
133	109	111	111	113
134	110	112	112	114
135	111	113	113	115
136	112	114	115	116
137	113	115	116	117
138	114	116	117	118
139	115	117	118	119
140	116	118	119	120
141	117	119	120	121
142	118	120	121	122
143	119	121	122	123
144	120	122	123	124
145	121	123	124	125
146	122	124	125	126
147	124	125	126	127
148	125	126	127	128
149	126	127	128	129
150	127	128	129	130
151	128	129	130	131
152	129	130	131	132
153	130	131	132	134
154	131	133	133	135
155	132	134	134	136
156	133	135	135	137
157	134	136	136	138
158	135	137	137	139
159	136	138	138	140
160	137	139	139	141

TABLE A-I: KAUFMAN ASSESSMENT BATTERY FOR CHILDREN:
READING DECODING AND UNDERSTANDING
WITH MENTAL PROCESSING COMPOSITE

AGES 11 AND 12 YEARS

IQ	11 DECOD	11 UNDER	12 DECOD	12 UNDER
65	41	40	43	41
66	42	41	44	42
67	43	42	45	43
68	44	43	46	44
69	45	44	48	45
70	46	45	49	46
71	48	46	50	48
72	49	47	51	49
73	50	48	52	50
74	51	49	53	51
75	52	50	54	52
76	53	51	55	53
77	54	52	56	54
78	55	54	57	55
79	56	55	58	56
80	57	56	59	57
81	58	57	60	58
82	59	58	61	59
83	60	59	62	60
84	61	60	63	62
85	62	61	64	63
86	63	62	65	64
87	64	63	66	65
88	65	64	67	66
89	66	65	68	67
90	67	66	69	68
91	68	67	70	69
92	69	68	71	70
93	70	69	72	71
94	71	70	73	72
95	73	71	74	73
96	74	72	75	74
97	75	73	76	75
98	76	75	77	77
99	77	76	78	78
100	78	77	79	79
101	79	78	80	80
102	80	79	81	81
103	81	80	82	82
104	82	81	83	83
105	83	82	84	84
106	84	83	85	85
107	85	84	86	86
108	86	85	87	87
109	87	86	88	88
110	88	87	90	89
111	89	88	91	91
112	90	89	92	92

IQ	11 DECOD	11 UNDER	12 DECOD	12 UNDER
113	91	90	93	93
114	92	91	94	94
115	93	92	95	95
116	94	93	96	96
117	95	94	97	97
118	96	96	98	98
119	97	97	99	99
120	99	98	100	100
121	100	99	101	101
122	101	100	102	102
123	102	101	103	103
124	103	102	104	104
125	104	103	105	106
126	105	104	106	107
127	106	105	107	108
128	107	106	108	109
129	108	107	109	110
130	109	108	110	111
131	110	109	111	112
132	111	110	112	113
133	112	111	113	114
134	113	112	114	115
135	114	113	115	116
136	115	114	116	117
137	116	115	117	118
138	117	117	118	120
139	118	118	119	121
140	119	119	120	122
141	120	120	121	123
142	121	121	122	124
143	122	122	123	125
144	124	123	124	126
145	125	124	125	127
146	126	125	126	128
147	127	126	127	129
148	128	127	128	130
149	129	128	129	131
150	130	129	130	132
151	131	130	131	133
152	132	131	133	135
153	133	132	134	136
154	134	133	135	137
155	135	134	136	138
156	136	135	137	139
157	137	136	138	140
158	138	138	139	141
159	139	139	140	142
160	140	140	141	143

TABLE A-11: KAUFMAN TEST OF EDUCATIONAL ACHIEVEMENT:
READING DECODING, COMPREHENSION AND COMPOSITE
WITH KAUFMAN ASSESSMENT BATTERY FOR CHILDREN:
MENTAL PROCESSING COMPOSITE

AGES 5 THRU 8 YEARS

IQ	RDG DECOD	RDG COMPRE	RDG COMPOS
65	39	39	39
66	40	40	40
67	41	41	41
68	42	42	42
69	43	43	43
70	44	44	44
71	45	45	45
72	46	46	46
73	47	47	47
74	48	48	48
75	49	49	49
76	50	50	50
77	51	51	51
78	52	52	52
79	53	53	53
80	54	54	54
81	55	55	55
82	55	56	56
83	56	57	57
84	57	58	58
85	58	59	59
86	59	60	60
87	60	61	61
88	61	62	62
89	62	63	63
90	63	64	64
91	64	65	65
92	65	66	66
93	66	67	67
94	67	68	68
95	68	69	69
96	69	70	70
97	70	71	71
98	71	72	72
99	72	73	73
100	73	74	74
101	74	75	74
102	75	76	75
103	76	77	76
104	77	78	77
105	78	79	78
106	79	80	79
107	80	81	80
108	81	82	81
109	82	83	82
110	83	84	83
111	84	85	84
112	85	86	85

IQ	RDG DECOD	RDG COMPRE	RDG COMPOS
113	86	87	86
114	87	88	87
115	88	89	88
116	89	90	89
117	90	91	90
118	91	92	91
119	92	93	92
120	93	94	93
121	94	95	94
122	95	96	95
123	96	96	96
124	97	97	97
125	98	98	98
126	99	99	99
127	100	100	100
128	101	101	101
129	102	102	102
130	103	103	103
131	104	104	104
132	105	105	105
133	106	106	106
134	107	107	107
135	108	108	108
136	109	109	109
137	110	110	110
138	111	111	111
139	112	112	112
140	113	113	113
141	114	114	114
142	115	115	115
143	116	116	116
144	116	117	117
145	117	118	118
146	118	119	119
147	119	120	120
148	120	121	121
149	121	122	122
150	122	123	123
151	123	124	123
152	124	125	124
153	125	126	125
154	126	127	126
155	127	128	127
156	128	129	128
157	129	130	129
158	130	131	130
159	131	132	131
160	132	133	132

TABLE A-11: KAUFMAN TEST OF EDUCATIONAL ACHIEVEMENT: READING DECODING, COMPREHENSION AND COMPOSITE WITH KAUFMAN ASSESSMENT BATTERY FOR CHILDREN: MENTAL PROCESSING COMPOSITE

AGES 9 THRU 12 YEARS

IQ	RDG DECOD	RDG COMPRE	RDG COMPOS
65	38	42	43
66	39	43	44
67	40	44	45
68	41	45	46
69	42	46	47
70	43	47	48
71	44	48	49
72	45	49	50
73	46	50	51
74	47	51	52
75	48	52	53
76	49	53	54
77	50	54	55
78	51	55	56
79	52	56	57
80	53	57	58
81	54	58	59
82	55	59	60
83	56	60	61
84	57	61	62
85	58	62	63
86	59	63	64
87	60	64	65
88	61	65	66
89	61	66	67
90	62	67	68
91	63	68	69
92	64	69	70
93	65	70	71
94	66	71	72
95	67	72	72
96	68	73	73
97	69	74	74
98	70	75	75
99	71	76	76
100	72	77	77
101	73	78	78
102	74	79	79
103	75	80	80
104	76	81	81
105	77	82	82
106	78	83	83
107	79	84	84
108	80	85	85
109	81	86	86
110	82	87	87
111	83	88	88
112	84	89	89

IQ	RDG DECOD	RDG COMPRE	RDG COMPOS
113	85	90	90
114	86	91	91
115	87	92	92
116	88	93	93
117	89	94	94
118	90	95	95
119	91	96	96
120	92	97	97
121	93	98	98
122	94	99	99
123	95	100	100
124	96	101	101
125	97	102	102
126	98	103	103
127	99	104	104
128	100	105	105
129	101	106	106
130	102	107	107
131	103	108	108
132	104	109	109
133	105	110	110
134	106	111	111
135	107	112	112
136	108	114	113
137	109	115	114
138	110	116	115
139	111	117	116
140	112	118	117
141	113	119	118
142	114	120	119
143	115	121	120
144	116	122	121
145	117	123	122
146	118	124	123
147	119	125	124
148	120	126	125
149	121	127	126
150	122	128	127
151	123	129	128
152	124	130	129
153	125	131	130
154	126	132	130
155	127	133	131
156	128	134	132
157	129	135	133
158	130	136	134
159	131	137	135
160	132	138	136

TABLE A-11: KAUFMAN TEST OF EDUCATIONAL ACHIEVEMENT:
MATH APPLICATIONS, COMPUTATION AND COMPOSITE
WITH KAUFMAN ASSESSMENT BATTERY FOR CHILDREN:
MENTAL PROCESSING COMPOSITE

AGES 5 THRU 8 YEARS

IQ	MATH APPLIC	MATH COMPUT	MATH COMPOS
65	39	37	42
66	40	38	43
67	41	39	44
68	42	40	45
69	43	41	46
70	44	42	47
71	45	43	48
72	46	44	49
73	47	45	50
74	48	46	51
75	49	47	52
76	50	48	53
77	51	50	54
78	52	51	55
79	53	52	56
80	55	53	57
81	56	54	58
82	57	55	59
83	58	56	60
84	59	57	61
85	60	58	62
86	61	59	63
87	62	60	64
88	63	61	65
89	64	62	66
90	65	63	67
91	66	64	68
92	67	65	69
93	68	66	70
94	69	67	71
95	70	68	72
96	71	69	73
97	72	70	74
98	73	71	75
99	74	72	76
100	75	73	77
101	76	75	78
102	78	76	79
103	79	77	80
104	80	78	81
105	81	79	82
106	82	80	83
107	83	81	84
108	84	82	85
109	85	83	86
110	86	84	87
111	87	85	88
112	88	86	89

IQ	MATH APPLIC	MATH COMPUT	MATH COMPOS
113	89	87	90
114	90	88	91
115	91	89	92
116	92	90	93
117	93	91	94
118	94	92	95
119	95	93	96
120	96	94	97
121	97	95	98
122	98	96	99
123	100	97	100
124	101	99	101
125	102	100	102
126	103	101	103
127	104	102	104
128	105	103	105
129	106	104	106
130	107	105	107
131	108	106	108
132	109	107	109
133	110	108	110
134	111	109	111
135	112	110	112
136	113	111	113
137	114	112	114
138	115	113	115
139	116	114	116
140	117	115	117
141	118	116	118
142	119	117	119
143	120	118	120
144	122	119	121
145	123	120	122
146	124	121	123
147	125	122	124
148	126	124	125
149	127	125	126
150	128	126	127
151	129	127	128
152	130	128	129
153	131	129	130
154	132	130	131
155	133	131	132
156	134	132	133
157	135	133	134
158	136	134	135
159	137	135	136
160	138	136	137

TABLE A-II: KAUFMAN TEST OF EDUCATIONAL ACHIEVEMENT:
MATH APPLICATIONS, COMPUTATION AND COMPOSITE
WITH KAUFMAN ASSESSMENT BATTERY FOR CHILDREN:
MENTAL PROCESSING COMPOSITE

AGES 9 THRU 12 YEARS

IQ	MATH APPLIC	MATH COMPUT	MATH COMPOS
65	44	37	44
66	45	38	45
67	46	39	46
68	47	40	47
69	48	41	48
70	49	42	49
71	50	43	50
72	51	44	51
73	52	45	52
74	53	46	53
75	54	47	54
76	55	48	55
77	56	49	56
78	57	50	57
79	58	51	58
80	59	52	58
81	60	53	59
82	61	54	60
83	62	55	61
84	63	56	62
85	64	57	63
86	65	58	64
87	66	59	65
88	67	60	66
89	68	61	67
90	69	62	68
91	70	63	69
92	71	64	70
93	72	65	71
94	73	66	72
95	74	67	73
96	75	68	74
97	76	69	75
98	77	70	76
99	78	71	77
100	79	72	78
101	80	73	79
102	81	74	80
103	82	75	81
104	83	76	82
105	84	77	83
106	85	78	84
107	86	79	85
108	87	80	86
109	88	81	87
110	90	82	88
111	91	83	89
112	92	84	90

IQ	MATH APPLIC	MATH COMPUT	MATH COMPOS
113	93	85	91
114	94	86	92
115	95	87	93
116	96	89	94
117	97	90	95
118	98	91	96
119	99	92	97
120	100	93	98
121	101	94	99
122	102	95	100
123	103	96	101
124	104	97	102
125	105	98	103
126	106	99	104
127	107	100	105
128	108	101	106
129	109	102	107
130	110	103	108
131	111	104	109
132	112	105	110
133	113	106	111
134	114	107	112
135	115	108	113
136	116	109	114
137	117	110	115
138	118	111	116
139	119	112	117
140	120	113	118
141	121	114	119
142	122	115	120
143	123	116	121
144	124	117	122
145	125	118	123
146	126	119	124
147	127	120	125
148	128	121	126
149	129	122	127
150	130	123	128
151	131	124	129
152	132	125	130
153	133	126	131
154	134	127	132
155	135	128	133
156	136	129	134
157	137	130	135
158	138	131	136
159	139	132	137
160	140	133	138

TABLE A-III: WOODCOCK-JOHNSON TESTS OF ACHIEVEMENT:
READING, MATH AND WRITTEN LANGUAGE CLUSTERS
WITH WECHSLER INTELLIGENCE SCALES FOR CHILDREN--REVISED

AGES 6 YRS. 0 MONTHS THRU 9 YRS. 5 MONTHS

IQ	READING	MATH	WRITTEN LANGUAG
65	44	42	40
66	45	43	41
67	46	44	42
68	47	45	43
69	48	46	44
70	49	47	45
71	50	48	46
72	51	49	47
73	52	50	48
74	53	51	49
75	54	52	50
76	55	53	51
77	56	54	52
78	57	55	53
79	58	56	54
80	59	57	55
81	60	58	56
82	61	60	57
83	62	61	58
84	63	62	59
85	64	63	61
86	65	64	62
87	65	65	63
88	66	66	64
89	67	67	65
90	68	68	66
91	69	69	67
92	70	70	68
93	71	71	69
94	72	72	70
95	73	73	71
96	74	74	72
97	75	75	73
98	76	76	74
99	77	77	75
100	78	78	76
101	79	79	77
102	80	80	78
103	81	81	79
104	82	82	80
105	83	83	81
106	84	84	82
107	85	85	83
108	86	86	84
109	87	87	85
110	88	88	86
111	89	89	87
112	90	90	88

IQ	READING	MATH	WRITTEN LANGUAG
113	91	91	89
114	92	92	90
115	93	93	91
116	94	94	92
117	95	95	93
118	96	96	94
119	97	97	95
120	98	98	96
121	99	99	97
122	100	100	98
123	101	101	99
124	102	102	100
125	103	103	101
126	104	105	102
127	105	106	103
128	106	107	104
129	107	108	105
130	108	109	106
131	109	110	107
132	110	111	108
133	111	112	109
134	112	113	110
135	113	114	111
136	114	115	112
137	115	116	113
138	116	117	115
139	117	118	116
140	118	119	117
141	119	120	118
142	120	121	119
143	121	122	120
144	122	123	121
145	123	124	122
146	124	125	123
147	125	126	124
148	126	127	125
149	127	128	126
150	128	129	127
151	129	130	128
152	130	131	129
153	131	132	130
154	132	133	131
155	133	134	132
156	134	135	133
157	135	136	134
158	136	137	135
159	137	138	136
160	138	139	137

TABLE A-III: WOODCOCK-JOHNSON TESTS OF ACHIEVEMENT:
READING, MATH AND WRITTEN LANGUAGE CLUSTERS
WITH WECHSLER INTELLIGENCE SCALES FOR CHILDREN--REVISED

AGES 9 YRS. 6 MONTHS THRU 12 YRS. 5 MONTHS

IQ	READING	MATH	WRITTEN LANGUAG
65	32	38	35
66	33	39	36
67	34	40	37
68	35	41	38
69	37	42	39
70	38	43	40
71	39	44	41
72	40	45	42
73	41	46	43
74	42	47	44
75	43	48	45
76	44	49	46
77	45	50	47
78	46	51	48
79	47	52	49
80	48	53	50
81	49	54	51
82	50	55	52
83	51	57	53
84	52	58	54
85	53	59	55
86	54	60	56
87	55	61	57
88	56	62	58
89	57	63	59
90	58	64	60
91	59	65	61
92	60	66	62
93	61	67	63
94	62	68	64
95	63	69	65
96	64	70	66
97	65	71	67
98	66	72	68
99	67	73	69
100	68	74	70
101	69	75	71
102	70	76	72
103	71	77	73
104	72	78	74
105	73	79	75
106	74	80	76
107	75	81	77
108	76	82	78
109	77	83	79
110	78	84	80
111	79	86	81
112	80	87	82

IQ	READING	MATH	WRITTEN LANGUAG
113	81	88	83
114	82	89	84
115	83	90	86
116	84	91	87
117	85	92	88
118	86	93	89
119	87	94	90
120	88	95	91
121	89	96	92
122	90	97	93
123	91	98	94
124	92	99	95
125	93	100	96
126	94	101	97
127	95	102	98
128	96	103	99
129	97	104	100
130	98	105	101
131	99	106	102
132	100	107	103
133	101	108	104
134	102	109	105
135	103	110	106
136	104	111	107
137	105	112	108
138	106	114	109
139	107	115	110
140	108	116	111
141	109	117	112
142	110	118	113
143	111	119	114
144	112	120	115
145	113	121	116
146	114	122	117
147	115	123	118
148	116	124	119
149	117	125	120
150	118	126	121
151	119	127	122
152	120	128	123
153	121	129	124
154	122	130	125
155	123	131	126
156	124	132	127
157	125	133	128
158	126	134	129
159	127	135	130
160	128	136	131

TABLE A-III: WOODCOCK-JOHNSON TESTS OF ACHIEVEMENT:
READING, MATH AND WRITTEN LANGUAGE CLUSTERS
WITH WECHSLER INTELLIGENCE SCALES FOR CHILDREN--REVISED

AGES 12 YRS. 6 MONTHS THRU 15 YRS. 5 MONTHS

IQ	READING	MATH	WRITTEN LANGUAG
65	35	43	37
66	36	44	38
67	37	45	39
68	38	47	40
69	39	48	41
70	40	49	42
71	41	50	43
72	42	51	44
73	43	52	45
74	44	53	46
75	45	54	47
76	46	55	48
77	47	56	49
78	48	57	50
79	49	58	51
80	50	59	52
81	51	60	53
82	52	61	54
83	53	62	55
84	54	63	56
85	55	64	57
86	56	65	58
87	57	66	59
88	58	67	60
89	59	69	61
90	60	70	62
91	61	71	63
92	62	72	64
93	63	73	65
94	64	74	66
95	65	75	67
96	66	76	68
97	67	77	69
98	68	78	70
99	69	79	71
100	70	80	72
101	71	81	73
102	72	82	74
103	73	83	75
104	74	84	76
105	75	85	77
106	76	86	78
107	77	87	79
108	78	88	80
109	79	90	81
110	80	91	82
111	81	92	83
112	82	93	84

IQ	READING	MATH	WRITTEN LANGUAG
113	83	94	85
114	84	95	86
115	85	96	87
116	86	97	89
117	87	98	90
118	88	99	91
119	89	100	92
120	90	101	93
121	91	102	94
122	92	103	95
123	93	104	96
124	94	105	97
125	95	106	98
126	96	107	99
127	97	108	100
128	98	109	101
129	99	110	102
130	100	112	103
131	101	113	104
132	102	114	105
133	103	115	106
134	104	116	107
135	105	117	108
136	106	118	109
137	107	119	110
138	108	120	111
139	109	121	112
140	110	122	113
141	111	123	114
142	112	124	115
143	113	125	116
144	114	126	117
145	115	127	118
146	116	128	119
147	117	129	120
148	118	130	121
149	119	131	122
150	120	132	123
151	121	134	124
152	122	135	125
153	123	136	126
154	124	137	127
155	125	138	128
156	126	139	129
157	127	140	130
158	128	141	131
159	129	142	132
160	130	143	133

TABLE A-111: WOODCOCK-JOHNSON TESTS OF ACHIEVEMENT:
READING, MATH AND WRITTEN LANGUAGE CLUSTERS
WITH WECHSLER INTELLIGENCE SCALES FOR CHILDREN--REVISED

AGES 15 YRS. 6 MONTHS THRU 16 YRS. 11 MONTHS

IQ	READING	MATH	WRITTEN LANGUAG
65	37	38	40
66	38	39	41
67	39	40	42
68	40	41	43
69	41	42	44
70	42	43	46
71	43	44	47
72	44	45	48
73	45	46	49
74	46	47	50
75	47	48	51
76	48	49	52
77	49	50	53
78	50	51	54
79	51	52	55
80	52	53	56
81	53	54	57
82	54	56	58
83	55	57	59
84	56	58	60
85	57	59	61
86	58	60	62
87	59	61	63
88	60	62	64
89	61	63	65
90	62	64	66
91	63	65	67
92	64	66	68
93	65	67	69
94	66	68	70
95	67	69	71
96	68	70	72
97	69	71	73
98	70	72	74
99	71	73	75
100	72	74	76
101	73	75	77
102	74	76	78
103	75	77	79
104	76	78	80
105	77	80	81
106	78	81	82
107	79	82	83
108	80	83	84
109	81	84	85
110	82	85	86
111	83	86	87
112	84	87	88

IQ	READING	MATH	WRITTEN LANGUAG
113	85	88	89
114	86	89	90
115	87	90	91
116	88	91	92
117	89	92	93
118	90	93	94
119	91	94	95
120	92	95	96
121	93	96	97
122	94	97	98
123	95	98	99
124	96	99	100
125	97	100	101
126	98	101	102
127	99	103	103
128	100	104	104
129	101	105	105
130	102	106	106
131	103	107	107
132	104	108	108
133	105	109	109
134	106	110	110
135	107	111	111
136	108	112	112
137	109	113	113
138	110	114	114
139	111	115	115
140	112	116	116
141	113	117	117
142	114	118	118
143	115	119	119
144	116	120	120
145	117	121	121
146	118	122	122
147	119	123	123
148	120	124	124
149	121	125	125
150	122	127	126
151	123	128	128
152	124	129	129
153	125	130	130
154	126	131	131
155	127	132	132
156	128	133	133
157	129	134	134
158	130	135	135
159	131	136	136
160	132	137	137

TABLE A-111: WOODCOCK-JOHNSON TESTS OF ACHIEVEMENT:
READING, MATH AND WRITTEN LANGUAGE CLUSTERS
WITH WECHSLER ADULT INTELLIGENCE SCALE--REVISED

AGES 16 YRS. 0 MONTHS THRU 19 YRS.

IQ	READING	MATH	WRITTEN LANGUAG
65	42	45	42
66	43	46	43
67	44	47	44
68	45	48	45
69	46	49	46
70	47	50	47
71	48	51	48
72	49	52	49
73	50	53	50
74	51	54	51
75	52	55	52
76	53	56	53
77	54	57	54
78	55	58	55
79	56	59	56
80	57	60	57
81	58	61	58
82	59	62	59
83	60	63	60
84	61	64	61
85	62	65	62
86	63	66	63
87	65	67	64
88	66	68	65
89	67	69	66
90	68	71	67
91	69	72	68
92	70	73	69
93	71	74	70
94	72	75	71
95	73	76	72
96	74	77	73
97	75	78	74
98	76	79	75
99	77	80	76
100	78	81	77
101	79	82	78
102	80	83	79
103	81	84	80
104	82	85	81
105	83	86	82
106	84	87	83
107	85	88	84
108	86	89	85
109	87	90	86
110	88	91	88
111	89	92	89
112	90	93	90

IQ	READING	MATH	WRITTEN LANGUAG
113	91	94	91
114	92	95	92
115	93	96	93
116	94	97	94
117	95	98	95
118	96	99	96
119	97	100	97
120	98	101	98
121	99	102	99
122	100	103	100
123	101	104	101
124	102	105	102
125	103	106	103
126	104	107	104
127	105	108	105
128	106	109	106
129	107	110	107
130	108	111	108
131	109	112	109
132	110	113	110
133	111	114	111
134	112	115	112
135	113	117	113
136	114	118	114
137	115	119	115
138	116	120	116
139	117	121	117
140	118	122	118
141	119	123	119
142	120	124	120
143	121	125	121
144	122	126	122
145	123	127	123
146	124	128	124
147	125	129	125
148	126	130	126
149	127	131	127
150	128	132	128
151	129	133	129
152	130	134	130
153	131	135	131
154	132	136	132
155	133	137	133
156	134	138	135
157	136	139	136
158	137	140	137
159	138	141	138
160	139	142	139

TABLE A-IV: WOODCOCK READING MASTERY TEST:
TOTAL READING, WORD IDENTIFICATION, WORD ATTACK AND PASSAGE COMPREHENSION
WITH WECHSLER INTELLIGENCE SCALE FOR CHILDREN--REVISED

AGES 6 YRS. 0 MONTHS THRU 9 YRS. 5 MONTHS

IQ	TOTAL RDG	WORD ID	WORD ATT	PASSG COMPR
65	45	45	45	44
66	46	46	46	45
67	47	47	47	46
68	48	48	48	47
69	49	49	49	48
70	50	50	50	49
71	51	51	51	50
72	52	52	52	51
73	53	53	53	52
74	54	54	54	53
75	55	55	55	54
76	56	56	56	55
77	57	57	57	56
78	58	58	58	57
79	59	59	59	58
80	60	60	60	59
81	61	61	61	60
82	62	62	62	61
83	63	63	63	62
84	64	64	64	63
85	65	65	65	64
86	66	66	65	65
87	67	67	66	66
88	68	68	67	67
89	69	69	68	68
90	70	70	69	69
91	71	71	70	70
92	72	72	71	71
93	73	73	72	72
94	74	74	73	73
95	75	75	74	74
96	76	75	75	75
97	76	76	76	76
98	77	77	77	77
99	78	78	78	78
100	79	79	79	79
101	80	80	80	80
102	81	81	81	81
103	82	82	82	82
104	83	83	83	83
105	84	84	84	84
106	85	85	85	85
107	86	86	86	86
108	87	87	87	87
109	88	88	88	88
110	89	89	89	89
111	90	90	90	90
112	91	91	91	91

IQ	TOTAL RDG	WORD ID	WORD ATT	PASSG COMPR
113	92	92	92	92
114	93	93	93	93
115	94	94	94	94
116	95	95	95	95
117	96	96	96	96
118	97	97	97	97
119	98	98	98	98
120	99	99	99	99
121	100	100	100	100
122	101	101	101	101
123	102	102	102	102
124	103	103	103	103
125	104	104	104	104
126	105	105	105	105
127	106	106	106	106
128	107	107	107	107
129	108	108	108	108
130	109	109	109	109
131	110	110	110	110
132	111	111	111	111
133	112	112	112	112
134	113	113	113	113
135	114	114	114	114
136	114	115	115	115
137	115	116	116	116
138	116	117	117	117
139	117	118	118	118
140	118	118	119	119
141	119	119	120	120
142	120	120	121	121
143	121	121	122	122
144	122	122	123	123
145	123	123	124	124
146	124	124	125	125
147	125	125	126	126
148	126	126	127	127
149	127	127	128	128
150	128	128	129	129
151	129	129	130	130
152	130	130	131	131
153	131	131	132	132
154	132	132	133	133
155	133	133	134	134
156	134	134	135	135
157	135	135	136	137
158	136	136	137	138
159	137	137	138	139
160	138	138	138	140

TABLE A-IV: WOODCOCK READING MASTERY TEST:
TOTAL READING, WORD IDENTIFICATION, WORD ATTACK AND PASSAGE COMPREHENSION
WITH WECHSLER INTELLIGENCE SCALE FOR CHILDREN--REVISED

AGES 9 YRS. 6 MONTHS THRU 12 YRS. 5 MONTHS

IQ	TOTAL RDG	WORD ID	WORD ATT	PASSG COMPR
65	42	42	42	42
66	43	43	43	43
67	44	44	44	44
68	45	45	45	45
69	46	46	46	46
70	47	47	47	47
71	48	48	48	48
72	49	49	49	49
73	50	50	50	50
74	51	51	51	51
75	52	52	52	52
76	53	53	53	53
77	54	54	54	54
78	55	55	55	55
79	56	56	56	56
80	57	57	57	57
81	58	58	58	58
82	59	59	59	59
83	60	60	60	60
84	61	61	61	61
85	62	62	62	62
86	63	63	63	63
87	64	64	64	64
88	65	65	65	65
89	66	66	66	66
90	67	67	67	67
91	68	68	67	67
92	69	69	68	68
93	70	70	69	69
94	71	71	70	70
95	72	72	71	71
96	73	73	72	72
97	74	74	73	73
98	75	75	74	74
99	76	76	75	75
100	77	76	76	76
101	78	77	77	77
102	79	78	78	78
103	79	79	79	79
104	80	80	80	80
105	81	81	81	81
106	82	82	82	82
107	83	83	83	83
108	84	84	84	84
109	85	85	85	85
110	86	86	86	86
111	87	87	87	87
112	88	88	88	88

IQ	TOTAL RDG	WORD ID	WORD ATT	PASSG COMPR
113	89	89	89	89
114	90	90	90	90
115	91	91	91	91
116	92	92	92	92
117	93	93	93	93
118	94	94	94	94
119	95	95	95	95
120	96	96	96	96
121	97	97	97	97
122	98	98	98	98
123	99	99	99	99
124	100	100	100	100
125	101	101	101	101
126	102	102	102	102
127	103	103	103	103
128	104	104	104	104
129	105	105	105	105
130	106	106	106	106
131	107	107	107	107
132	108	108	108	108
133	109	109	109	109
134	110	110	110	110
135	111	111	111	111
136	112	112	112	112
137	113	113	113	113
138	114	114	114	114
139	115	115	115	115
140	116	116	116	116
141	117	117	117	117
142	118	118	118	118
143	119	119	119	119
144	120	120	120	120
145	121	121	121	121
146	122	122	122	122
147	123	123	123	123
148	124	124	124	124
149	124	125	125	125
150	125	126	126	126
151	126	127	127	127
152	127	128	128	128
153	128	129	129	129
154	129	130	130	130
155	130	131	131	131
156	131	132	132	132
157	132	133	133	133
158	133	134	134	134
159	134	135	135	135
160	135	136	136	136

TABLE A-IV: WOODCOCK READING MASTERY TEST:
TOTAL READING, WORD IDENTIFICATION, WORD ATTACK AND PASSAGE COMPREHENSION
WITH WECHSLER INTELLIGENCE SCALE FOR CHILDREN--REVISED

AGES 12 YRS. 6 MONTHS THRU 15 YRS. 5 MONTHS

IQ	TOTAL RDG	WORD ID	WORD ATT	PASSG COMPR
65	49	49	48	48
66	50	50	49	49
67	51	51	50	50
68	52	52	51	51
69	53	53	52	52
70	54	54	53	53
71	55	55	54	54
72	56	56	55	55
73	57	57	56	56
74	58	58	57	57
75	59	59	58	58
76	60	60	59	59
77	61	61	60	60
78	62	62	61	61
79	63	63	62	62
80	64	64	63	63
81	65	65	64	64
82	66	66	65	65
83	67	67	66	66
84	68	68	67	67
85	69	69	68	68
86	70	70	69	69
87	71	71	70	70
88	72	72	71	71
89	73	73	72	72
90	74	74	73	73
91	75	75	74	74
92	76	76	76	75
93	77	77	77	76
94	78	78	78	77
95	79	79	79	78
96	80	80	80	79
97	81	81	81	80
98	82	82	82	82
99	83	83	83	83
100	84	84	84	84
101	85	85	85	85
102	86	86	86	86
103	87	87	87	87
104	88	88	88	88
105	89	89	89	89
106	90	90	90	90
107	91	91	91	91
108	92	92	92	92
109	93	93	93	93
110	94	94	94	94
111	95	95	95	95
112	96	96	96	96

IQ	TOTAL RDG	WORD ID	WORD ATT	PASSG COMPR
113	97	97	97	97
114	98	98	98	98
115	99	99	99	99
116	100	100	100	100
117	101	101	101	101
118	102	102	102	102
119	103	103	103	103
120	104	104	104	104
121	105	105	105	105
122	106	106	106	106
123	107	107	107	107
124	108	108	108	108
125	109	109	109	109
126	110	110	110	110
127	110	111	111	111
128	111	112	112	112
129	112	113	113	113
130	113	114	114	114
131	114	115	115	115
132	115	116	116	116
133	116	117	117	117
134	117	118	118	118
135	118	119	119	119
136	119	120	120	120
137	120	121	121	121
138	121	122	122	122
139	122	123	123	123
140	123	124	124	125
141	124	125	125	126
142	125	126	126	127
143	126	127	127	128
144	127	128	128	129
145	128	129	129	130
146	129	130	130	131
147	130	131	131	132
148	131	132	132	133
149	132	133	133	134
150	133	134	134	135
151	134	135	135	136
152	135	136	136	137
153	136	137	137	138
154	137	138	138	139
155	138	139	139	140
156	139	140	140	141
157	140	141	141	142
158	141	142	143	143
159	142	143	144	144
160	143	144	145	145

TABLE A-IV: WOODCOCK READING MASTERY TEST:
TOTAL READING, WORD IDENTIFICATION, WORD ATTACK AND PASSAGE COMPREHENSION
WITH WECHSLER INTELLIGENCE SCALE FOR CHILDREN--REVISED

AGES 15 YRS. 6 MONTHS THRU 16 YRS. 11 MONTHS

IQ	TOTAL RDG	WORD ID	WORD ATT	PASSG COMPR
65	50	49	48	46
66	51	50	49	47
67	52	51	50	49
68	53	52	51	50
69	54	53	52	51
70	55	54	53	52
71	56	55	54	53
72	56	56	55	54
73	57	57	56	55
74	58	58	57	56
75	59	59	58	57
76	60	60	59	58
77	61	61	60	59
78	62	62	61	60
79	63	63	62	61
80	64	64	63	62
81	65	65	64	63
82	66	66	65	64
83	67	67	66	65
84	68	68	67	66
85	69	69	68	67
86	70	70	69	69
87	71	71	70	70
88	72	72	71	71
89	73	73	72	72
90	74	74	74	73
91	75	75	75	74
92	76	76	76	75
93	77	77	77	76
94	78	78	78	77
95	79	79	79	78
96	80	80	80	79
97	81	81	81	80
98	82	82	82	81
99	83	83	83	82
100	84	84	84	83
101	85	85	85	84
102	86	86	86	85
103	87	87	87	86
104	88	88	88	87
105	89	89	89	89
106	90	90	90	90
107	91	91	91	91
108	92	92	92	92
109	93	93	93	93
110	94	94	94	94
111	95	95	95	95
112	96	96	96	96

IQ	TOTAL RDG	WORD ID	WORD ATT	PASSG COMPR
113	97	97	97	97
114	98	98	98	98
115	99	99	99	99
116	100	100	100	100
117	101	101	101	101
118	102	102	102	102
119	103	103	103	103
120	103	104	104	104
121	104	105	105	105
122	105	106	106	106
123	106	107	107	108
124	107	108	108	109
125	108	109	109	110
126	109	110	110	111
127	110	111	111	112
128	111	112	112	113
129	112	113	113	114
130	113	114	114	115
131	114	115	115	116
132	115	116	116	117
133	116	117	117	118
134	117	118	118	119
135	118	119	119	120
136	119	119	120	121
137	120	120	121	122
138	121	121	122	123
139	122	122	123	124
140	123	123	124	125
141	124	124	125	126
142	125	125	126	128
143	126	126	127	129
144	127	127	128	130
145	128	128	129	131
146	129	129	130	132
147	130	130	131	133
148	131	131	132	134
149	132	132	133	135
150	133	133	134	136
151	134	134	135	137
152	135	135	136	138
153	136	136	137	139
154	137	137	138	140
155	138	138	139	141
156	139	139	140	142
157	140	140	141	143
158	141	141	142	144
159	142	142	143	145
160	143	143	144	146

TABLE A-IV: WOODCOCK READING MASTERY TEST:
TOTAL READING, WORD IDENTIFICATION, WORD ATTACK AND PASSAGE COMPREHENSION
WITH WECHSLER INTELLIGENCE SCALE FOR CHILDREN--REVISED

AGES 16 YRS. 0 MONTHS THRU 18 YRS.

IQ	TOTAL RDG	WORD ID	WORD ATT	PASSG COMPR
65	50	49	48	46
66	51	50	49	47
67	52	51	50	48
68	52	52	51	49
69	53	53	52	51
70	54	54	53	52
71	55	55	54	53
72	56	56	55	54
73	57	57	56	55
74	58	58	57	56
75	59	59	58	57
76	60	60	59	58
77	61	61	60	59
78	62	62	61	60
79	63	63	62	61
80	64	64	63	62
81	65	65	64	63
82	66	66	65	64
83	67	67	66	65
84	68	68	67	66
85	69	69	68	67
86	70	70	69	68
87	71	71	70	70
88	72	72	71	71
89	73	73	72	72
90	74	74	73	73
91	75	75	74	74
92	76	76	76	75
93	77	77	77	76
94	78	78	78	77
95	79	79	79	78
96	80	80	80	79
97	81	81	81	80
98	82	82	82	81
99	83	83	83	82
100	84	84	84	83
101	85	85	85	84
102	86	86	86	85
103	87	87	87	86
104	88	88	88	87
105	89	89	89	89
106	90	90	90	90
107	91	91	91	91
108	92	92	92	92
109	93	93	93	93
110	94	94	94	94
111	95	95	95	95
112	96	96	96	96

IQ	TOTAL RDG	WORD ID	WORD ATT	PASSG COMPR
113	97	97	97	97
114	98	98	98	98
115	99	99	99	99
116	100	100	100	100
117	101	101	101	101
118	102	102	102	102
119	103	103	103	103
120	104	104	104	104
121	104	105	105	105
122	105	106	106	106
123	106	107	107	108
124	107	108	108	109
125	108	109	109	110
126	109	110	110	111
127	110	111	111	112
128	111	112	112	113
129	112	113	113	114
130	113	114	114	115
131	114	115	115	116
132	115	116	116	117
133	116	117	117	118
134	117	118	118	119
135	118	119	119	120
136	119	120	120	121
137	120	121	121	122
138	121	122	122	123
139	122	123	123	124
140	123	124	124	125
141	124	125	125	127
142	125	126	126	128
143	126	127	127	129
144	127	128	128	130
145	128	128	129	131
146	129	129	130	132
147	130	130	131	133
148	131	131	132	134
149	132	132	133	135
150	133	133	134	136
151	134	134	135	137
152	135	135	136	138
153	136	136	137	139
154	137	137	138	140
155	138	138	139	141
156	139	139	140	142
157	140	140	141	143
158	141	141	143	144
159	142	142	144	146
160	143	143	145	147

Appendix B
Standard Score Conversions from Percentile Ranks

TABLE B-1

STANDARD SCORE CONVERSIONS FROM PERCENTILE RANKS

PERCENTILE RANK	STANDARD SCORE
99	135
98	131
97	128
96	126
95	125
94	123
93	122
92	121
91	120
90	119
89	118
88	118
87	117
86	116
85	116
84	115
83	114
82	114
81	113
80	113
79	112
78	112
77	111
76	111
75	110
74	110
73	109
72	109
71	108
70	108
69	107
68	107
67	107
66	106
65	106
64	105
63	105
62	105
61	104
60	104
59	103
58	103
57	103
56	102
55	102
54	102
53	101
52	101
51	100
50	100
49	100
48	99
47	99
46	98
45	98
44	98
43	97
42	97
41	97
40	96
39	96
38	95
37	95
36	95
35	94
34	94
33	93
32	93
31	93
30	92
29	92
28	91
27	91
26	90
25	90
24	89
23	89
22	88
21	88
20	87
19	87
18	86
17	86
16	85
15	84
14	84
13	83
12	82
11	82
10	81
9	80
8	79
7	78
6	77
5	75
4	74
3	72
2	69
1	65

Appendix C
Criterion Values for Standard Error of Difference

TABLE C-I: CRITERION VALUES FOR STANDARD ERROR OF DIFFERENCE (AT THE .01 LEVEL)

To locate the criterion value for a pair of tests, locate the reliability of the achievement test along the left side of the table, and the reliability of the intelligence test along the top of the table. Follow the row of the numbers to the right of the achievement test reliability until it intersects with the column of numbers under the intelligence test reliability. The number at the point of intersection is the criterion value.

	RELIABILITY OF INTELLIGENCE TEST																				
	99	98	97	96	95	94	93	92	91	90	89	88	87	86	85	84	83	82	81	80
99	5	6	7	8	9	9	10	10	11	12	12	13	13	14	14	14	15	15	16	16
98	6	7	8	9	9	10	10	11	12	12	13	13	14	14	14	15	15	16	16	16
97	7	8	9	9	10	10	11	12	12	13	13	14	14	14	15	15	16	16	16	17
96	8	9	9	10	10	11	12	12	13	13	14	14	14	15	15	16	16	16	17	17
95	9	9	10	10	11	12	12	13	13	14	14	14	15	15	16	16	16	17	17	17
94	9	10	10	11	12	12	13	13	14	14	14	15	15	16	16	16	17	17	17	18
93	10	10	11	12	12	13	13	14	14	14	15	15	16	16	16	17	17	17	18	18
92	10	11	12	12	13	13	14	14	14	15	15	16	16	16	17	17	17	18	18	18
91	11	12	12	13	13	14	14	14	15	15	16	16	16	17	17	17	18	18	18	19
90	12	12	13	13	14	14	14	15	15	16	16	16	17	17	17	18	18	18	19	19
89	12	13	13	14	14	14	15	15	16	16	16	17	17	17	18	18	18	19	19	19
88	13	13	14	14	14	15	15	16	16	16	17	17	17	18	18	18	19	19	19	20
87	13	14	14	14	15	15	16	16	16	17	17	17	18	18	18	19	19	19	20	20
86	14	14	14	15	15	16	16	16	17	17	17	18	18	18	19	19	19	20	20	20
85	14	14	15	15	16	16	16	17	17	17	18	18	18	19	19	19	20	20	20	21
84	14	15	15	16	16	16	17	17	17	18	18	18	19	19	19	20	20	20	21	21
83	15	15	16	16	16	17	17	17	18	18	18	19	19	19	20	20	20	21	21	21
82	15	16	16	16	17	17	17	18	18	18	19	19	19	20	20	20	21	21	21	22
81	16	16	16	17	17	17	18	18	18	19	19	19	20	20	20	21	21	21	22	22
80	16	16	17	17	17	18	18	18	19	19	19	20	20	20	21	21	21	22	22	22
79	16	17	17	17	18	18	18	19	19	19	20	20	20	21	21	21	22	22	22	22
78	17	17	17	18	18	18	19	19	19	20	20	20	21	21	21	22	22	22	22	23
77	17	17	18	18	18	19	19	19	20	20	20	21	21	21	22	22	22	22	23	23
76	17	18	18	18	19	19	19	20	20	20	21	21	21	22	22	22	22	23	23	23
75	18	18	18	19	19	19	20	20	20	21	21	21	22	22	22	22	23	23	23	23
74	18	18	19	19	19	20	20	20	21	21	21	22	22	22	22	23	23	23	23	24
73	18	19	19	19	20	20	20	21	21	21	22	22	22	22	23	23	23	23	24	24
72	19	19	19	20	20	20	21	21	21	22	22	22	22	23	23	23	23	24	24	24
71	19	19	20	20	20	21	21	21	22	22	22	22	23	23	23	23	24	24	24	24
70	19	20	20	20	21	21	21	22	22	22	22	23	23	23	23	24	24	24	24	25
69	20	20	20	21	21	21	22	22	22	22	23	23	23	23	24	24	24	24	25	25
68	20	20	21	21	21	22	22	22	22	23	23	23	23	24	24	24	24	25	25	25
67	20	21	21	21	22	22	22	22	23	23	23	23	24	24	24	24	25	25	25	25
66	21	21	21	22	22	22	22	23	23	23	23	24	24	24	24	25	25	25	25	26
65	21	21	22	22	22	22	23	23	23	23	24	24	24	24	25	25	25	25	26	26
64	21	22	22	22	22	23	23	23	23	24	24	24	24	25	25	25	25	26	26	26
63	22	22	22	22	23	23	23	23	24	24	24	24	25	25	25	25	26	26	26	26
62	22	22	22	23	23	23	23	24	24	24	24	25	25	25	25	26	26	26	26	27
61	22	22	23	23	23	23	24	24	24	24	25	25	25	25	26	26	26	26	27	27
60	22	23	23	23	23	24	24	24	24	25	25	25	25	26	26	26	26	27	27	27
59	23	23	23	23	24	24	24	24	25	25	25	25	26	26	26	26	27	27	27	27
58	23	23	23	24	24	24	24	25	25	25	25	26	26	26	26	27	27	27	27	27
57	23	23	24	24	24	24	25	25	25	25	26	26	26	26	27	27	27	27	27	28
56	23	24	24	24	24	25	25	25	25	26	26	26	26	27	27	27	27	27	28	28
55	24	24	24	24	25	25	25	25	26	26	26	26	27	27	27	27	27	28	28	28
54	24	24	24	25	25	25	25	26	26	26	26	27	27	27	27	27	28	28	28	28
53	24	24	25	25	25	25	26	26	26	26	27	27	27	27	27	28	28	28	28	29
52	24	25	25	25	25	26	26	26	26	27	27	27	27	27	28	28	28	28	29	29
51	25	25	25	25	26	26	26	26	27	27	27	27	27	28	28	28	28	29	29	29
50	25	25	25	26	26	26	26	27	27	27	27	27	28	28	28	28	29	29	29	29

RELIABILITY OF ACHIEVEMENT TEST

Appendix D
Median Age by Grade

TABLE D-1

Median Age by Grade*

Grade	Median Age	Grade	Median Age	Grade	Median Age
K.0	5-4	4.4	9-10	8.8	14-2
K.1	5-5	4.5	9-11	8.9	14-3
K.2	5-6	4.6	10-0	9.0	14-6
K.3	5-7	4.7	10-1	9.1	14-7
K.4	5-9	4.8	10-2	9.2	14-8
K.5	5-10	4.9	10-3	9.3	14-9
K.6	5-11	5.0	10-6	9.4	14-10
K.7	6-0	5.1	10-7	9.5	14-11
K.8	6-1	5.2	10-8	9.6	15-0
K.9	6-2	5.3	10-9	9.7	15-1
1.0	6-5	5-4	10-10	9.8	15-2
1.1	6-6	5.5	10-11	9.9	15-3
1.2	6-7	5.6	11-0	10.0	15-6
1.3	6-8	5.7	11-1	10.1	15-7
1.4	6-9	5.8	11-2	10.2	15-8
1.5	6-10	5.9	11-3	10.3	15-9
1.6	6-11	6.0	11-6	10.4	15-10
1.7	7-0	6.1	11-7	10.5	15-11
1.8	7-1	6.2	11-8	10.6	16-0
1.9	7-2	6.3	11-9	10.7	16-1
2.0	7-5	6.4	11-10	10.8	16-2
2.1	7-6	6.5	11-11	10.9	16-3
2.2	7-7	6.6	12-0	11.0	16-6
2.3	7-8	6.7	12-1	11.1	16-7
2.4	7-9	6.8	12-2	11.2	16-8
2.5	7-10	6.9	12-3	11.3	16-9
2.6	7-11	7.0	12-6	11.4	16-10
2.7	8-0	7.1	12-7	11.5	16-11
2.8	8-2	7.2	12-8	11.6	17-0
2.9	8-3	7.3	12-9	11.7	17-1
3.0	8-6	7.4	12-10	11.8	17-2
3.1	8-7	7.5	12-11	11.9	17-3
3.2	8-8	7.6	13-0	12.0	17-6
3.3	8-9	7.7	13-1	12.1	17-7
3.4	8-10	7.8	13-2	12.2	17-8
3.5	8-11	7.9	13-3	12.3	17-9
3.6	9-0	8.0	13-6	12.4	17-10
3.7	9-1	8.1	13-7	12.5	17-11
3.8	9-2	8.2	13-8	12.6	18-0
3.9	9-3	8.3	13-9	12.7	18-1
4.0	9-6	8.4	13-10	12.8	18-2
4.1	9-7	8.5	13-11	12.9	18-3
4.2	9-8	8.6	14-0		
4.3	9-9	8.7	14-1		

*Interpolated and extrapolated from U.S. Bureau of the Census, Current Population Reports, Series P-20, No. 319, "School Enrollment-Social and Economic Characteristics of Students: October 1976", U.S. Government Printing Office, Washington, D.C., 1978.

Appendix E
WISC-R Factor Scores

WISC-R Factor Scores

TABLE E. Estimated WISC-R Deviation IQs for Verbal Comprehension, Perceptual Organization, and Freedom from Distractibility Factors

	Estimated Deviation IQ				*Estimated Deviation IQ*		
Sum	*Verbal Comprehension*[a]	*Perceptual Organization*[b]	*Freedom from Distractibility*[c]	*Sum*	*Verbal Comprehension*[a]	*Perceptual Organization*[b]	*Freedom from Distractibility*[c]
3	—	—	41	40	100	100	122
4	47	42	43	41	101	102	124
5	49	44	45	42	103	103	126
6	50	46	47	43	104	105	129
7	51	47	49	44	106	106	131
8	53	49	52	45	107	108	133
9	54	50	54	46	109	110	135
10	56	52	56	47	110	111	137
11	57	54	58	48	112	113	140
12	59	55	60	49	113	114	142
13	60	57	63	50	115	116	144
14	62	58	65	51	116	118	146
15	63	60	67	52	118	119	148
16	65	62	69	53	119	121	151
17	66	63	71	54	121	122	153
18	68	65	74	55	122	124	155
19	69	66	76	56	124	126	157
20	71	68	78	57	125	127	159
21	72	70	80	58	126	129	—
22	74	71	82	59	128	130	—
23	75	73	85	60	129	132	—
24	76	74	87	61	131	134	—
25	78	76	89	62	132	135	—
26	79	78	91	63	134	137	—
27	81	79	93	64	135	138	—
28	82	81	96	65	137	140	—
29	84	82	98	66	138	142	—
30	85	84	100	67	140	143	—
31	87	86	102	68	141	145	—
32	88	87	104	69	143	146	—
33	90	88	107	70	144	148	—
34	91	90	109	71	146	150	—
35	93	92	111	72	147	151	—
36	94	94	113	73	149	153	—
37	96	95	115	74	150	154	—
38	97	97	118	75	151	156	—
39	99	98	120	76	153	158	—

Note. The formulas used to compute the Deviation Quotients, using subtest scaled scores, are as follows:

Verbal Comprehension Deviation Quotient = 1.47 (Information + Similarities + Vocabulary + Comprehension) + 41.2.
Perceptual Organization Deviation Quotient = 1.60 (Picture Completion + Picture Arrangement + Block Design + Object Assembly) + 36.0.

Freedom from Distractibility Deviation Quotient = 2.2 (Arithmetic + Digit Span + Coding) + 34.
[a]Verbal Comprehension subtests are Information, Similarities, Vocabulary, and Comprehension.
[b]Perceptual Organization subtests are Picture Completion, Picture Arrangement, Block Design, and Object Assembly.
[c]Freedom from Distractibility subtests are Arithmetic, Digit Span, and Coding.
First two columns adapted from Gutkin (1978).

Note. From Assessment of children's intelligence and special abilities (p. 570) by J. M. Sattler, 1982, Boston: Allyn and Bacon. Copyright 1982 by J. M. Sattler. Reprinted by permission.

Appendix F
Conversion Tables for SD 16 to SD 15

TABLE F

TABLE F-I: CONVERSION OF IQ SCORES

FOR CONVERSION OF IQ SCORES BASED ON A STANDARD DEVIATION (SD) OF 16 TO THE EQUIVALENT SCORE WITH A STANDARD DEVIATION (SD) OF 15.

IQ WITH SD=16	IQ WITH SD=15
68	70
69	71
70	72
71	73
72	74
73	75
74	76
75	77
76	78
77	78
78	79
79	80
80	81
81	82
82	83
83	84
84	85
85	86
86	87
87	88
88	89
89	90
90	91
91	92
92	93
93	93
94	94
95	95
96	96
97	97
98	98
99	99
100	100
101	101
102	102
103	103
104	104
105	105
106	106
107	107
108	108
109	108
110	109
111	110
112	111
113	112
114	113

IQ WITH SD=16	IQ WITH SD=15
115	114
116	115
117	116
118	117
119	118
120	119
121	120
122	121
123	122
124	123
125	123
126	124
127	125
128	126
129	127
130	128
131	129
132	130
133	131
134	132
135	133
136	134
137	135
138	136
139	137
140	138
141	138
142	139
143	140
144	141
145	142
146	143
147	144
148	145
149	146
150	147
151	148
152	149
153	150
154	151
155	152
156	153
157	153
158	154
159	155
160	156
161	157

Appendix G
Technical Data for the Kansas Discrepancy Procedures

Appendix G

Technical Data For the Kansas Discrepancy Procedures

Regression Method

The formula for determining the discrepancy in the regression method is the "full regression model" given by Lord and Novick (1968). The appropriate formula for the "standard deviation of the difference" was provided by Robert Linn (1982) of the University of Illinois. The "standard deviation of the difference" is used in determining the level of "educational significance" of the discrepancy, i.e. the cutoff criterion.
The $Z \propto$ value, used in conjunction with the standard deviation of the difference to determine the cutoff criterion, was set by the state at $Z_{.04} = 1.751$.

Formula and Component Parts

A discrepancy exists if:

(Regression estimate of true discrepancy) is greater than 1.751 multiplied by the (standard deviation of the regression estimate of the true difference).

The formulas are:

$$\hat{\Delta} > Z \propto S\hat{\Delta}$$

$$\hat{\Delta} = b_{\Delta IQ.Ach}\,(IQ-100)+b_{\Delta Ach.IQ}\,(Ach-100)$$

$$b_{\Delta IQ.Ach} = \frac{r_{IQ} - r^2 - r + (r_{Ach})(r)}{1-r^2}$$

$$b_{\Delta Ach.IQ} = \frac{r-(r_{IQ})(r)-r_{Ach}+r^2}{1-r^2}$$

$$S\hat{\Delta} = 15\sqrt{b^2_{\Delta IQ.Ach} + b^2_{\Delta Ach.IQ} + (2)(b_{\Delta IQ.Ach})(b_{\Delta Ach.IQ})(r)}$$

Where:

$\hat{\Delta}$ = Regression estimate of true discrepancy

$S\hat{\Delta}$ = Standard deviation of the regression estimate of true discrepancy

$Z \propto$ = Criterion level from a table of Z values

$b_{\Delta IQ.Ach}$ = Regression weight for IQ score

$b_{\Delta Ach.IQ}$ = Regression weight for achievement score

IQ = The IQ test score expressed as a standard score with a mean of 100 and a standard deviation of 15

Ach = The achievement test score expressed as a standard score with a mean of 100 and a standard deviation of 15

r = The correlation between IQ and achievement tests

r_{IQ} = The reliability coefficient of the IQ test

r_{Ach} = The reliability coefficient of the achievement test

Modification of Formula for Computation of Tables

To use the formula to generate the cutoff for the discrepancy tables the formulas were algebraically rearranged to give the achievement score cutoff for each given IQ score.

(Note: When using the formula, trailing decimals in the final value should be truncated rather than rounded.)

$$Ach = \frac{[Z \propto S\Delta - (b\Delta IQ.Ach)(IQ-100) + (100)(b\Delta Ach.IQ)]}{b\Delta Ach.IQ}$$

Correlations and Reliabilities

The correlations used in calculating the criterion values were obtained from correlational studies carried out by Woodcock (1978) and Kansas School psychologists (University of Kansas Institute for Research in Learning Disabilities and Lawrence School District, 1985). The reliabilities used in the calculations were obtained from the test manuals of the specific tests used. When reliabilities for several grade levels were collapsed into one table, the average of the reliabilities was used for that range. The specific values used were:

K-ABC	AGE	CORRELATION	RELIABILITY OF K-ABC ACHIEVEMENT TEST	RELIABILITY OF K-ABC MENTAL PROCESSING COMPOSITE
Reading Decoding				
	5	.52	.940	.950
	6	.60	.970	.950
	7	.55	.950	.930
	8	.60	.930	.950
	9	.58	.910	.950
	10	.65	.900	.950
	11	.67	.890	.940
	12	.71	.910	.940
Reading Understanding				
	7	.55	.950	.930
	8	.60	.950	.950
	9	.65	.920	.950
	10	.69	.900	.950
	11	.64	.880	.940
	12	.71	.860	.940

K-TEA	AGE	CORRELATION	RELIABILITY OF K-TEA ACHIEVEMENT TEST	RELIABILITY OF K-ABC MENTAL PROCESSING COMPOSITE
Reading Decoding				
	5-0 to 8-11	.49	.967	.945
	9-0 to 12-5	.46	.960	.945
Reading Composition				
	5-0 to 8-11	.51	.947	.945
	9-0 to 12-5	.64	.930	.945
Reading Composite				
	5-0 to 8-11	.50	.973	.945
	9-0 to 12-5	.64	.970	.945

K-TEA	AGE	CORRELATION	RELIABILITY OF K-TEA ACHIEVEMENT TEST	RELIABILITY OF K-ABC MENTAL PROCESSING COMPOSITE
Mathematics Applications				
	5-0 to 8-11	.60	.887	.945
	9-0 to 12-5	.71	.930	.945
Mathematics Computation				
	5-0 to 8-11	.53	.893	.945
	9-0 to 12-5	.47	.923	.945
Mathematics Composite				
	5-0 to 8-11	.63	.940	.945
	9-0 to 12-5	.67	.960	.945

WOODCOCK-JOHNSON PSYCHO-EDUCATIONAL BATTERY	AGE	CORRELATION	RELIABILITY OF WOODCOCK-JOHNSON	RELIABILITY OF WISC-R or WAIS-R*
Reading				
	5-0 to 9-5	.67	.970	.950
	9-6 to 12-5	.27	.950	.957
	12-6 to 15-5	.38	.990	.960
	15-6 to 17-5	.45	.960	.957
	17-6 to 19-11	.66	.940	.960*
Mathematics				
	5-0 to 9-5	.67	.920	.950
	9-6 to 12-5	.55	.910	.957
	12-6 to 15-5	.74	.900	.960
	15-6 to 17-5	.56	.900	.957
	17-6 to 19-11	.75	.930	.960*
Written Language				
	5-0 to 9-5	.60	.925	.950
	9-6 to 12-5	.39	.940	.957
	12-6 to 15-5	.47	.940	.960
	15-6 to 17-5	.60	.940	.957
	17-6 to 19-11	.74	.980	.960*

WOODCOCK READING MASTERY TESTS	AGE	CORRELATION	RELIABILITY OF WOODCOCK	RELIABILITY OF WISC-R or WAIS-R*
Total Reading				
	5-0 to 9-5	.70	.990	.950
	9-6 to 12-5	.61	.990	.957
	12-6 to 15-5	.82	.980	.960
	15-6 to 17-5	.82	.990	.957
	17-6 to 19-0	.82	.990	.960*
Word Identification				
	5-0 to 9-5	.70	.985	.950
	9-6 to 12-5	.61	.980	.975
	12-6 to 15-5	.82	.965	.960
	15-6 to 17-5	.82	.970	.957
	17-6 to 19-0	.82	.970	.960*
Word Attack				
	5-0 to 9-5	.70	.970	.950
	9-6 to 12-5	.61	.970	.957
	12-6 to 15-5	.82	.940	.960
	15-6 to 17-5	.82	.940	.957
	17-6 to 19-0	.82	.940	.960*
Passage Comprehension				
	5-0 to 9-5	.70	.940	.950
	9-6 to 12-5	.61	.970	.957
	12-6 to 15-5	.82	.930	.960
	15-6 to 17-5	.82	.900	.957
	17-6 to 19-0	.82	.900	.960*

Aptitude-Achievement Discrepancy Method

The Aptitude-Achievement Discrepancy Method is based on procedures suggested by Hanna, Dyck and Holen (1978). The formula for the standard error of difference reported in Table C-1 is:

$SED = 2.327(15)\sqrt{2\text{-}rIQ\text{-}rAch}$

Where:

rIQ = Reliability of the iQ Test

rAch = Reliability of the Achievement Test

The reliabilities necessary to use table C-1 should be obtained from the test manual for the specific grade and/or subtest used. The preferred reliability coefficient is one derived through test-retest or equivalent form procedures. A reliability coefficient based on internal consistency would be an acceptable second choice.

Appendix H
Standard Score Equivalents for the Woodcock-Johnson Psycho-Educational Battery

(Not included here due to copyright restrictions, see cover 1 and 4 attached)

3

ASB

DLM TEACHING RESOURCES ASSESSMENT SERVICE BULLETIN

CONTENTS:

Introduction

Table 1 Standard Score Equivalents for Percentile Ranks of 6 to 94

Table 2 Standard Score Equivalents for the 95th Percentile and Above

Table 3 Standard Score Equivalents for the 5th Percentile and Below

Standard Score Equivalents for the Woodcock-Johnson Psycho-Educational Battery

The standard score tables in this bulletin have been developed as an extension to Table Z (part 1) or Table X (Parts 2 and 3) in the Woodcock-Johnson. In addition to providing standard score equivalents for percentile ranks of 6 to 94, this bulletin provides a more precise procedure for determining standard scores for percentile ranks above 94 and below 6.

207

DLM Teaching Resources

Assessment Service Bulletins

For more information on DLM Teaching Resources assessment materials, write or call TOLL FREE 800-527-5030 (in Texas, 800-442-4711) and ask for Karen Hernandez. Request Assessment Service Bulletins. Titles include: **Equated Scores for the WJ and Other Achievement and Diagnostic Tests, Oral Language and Broad Reasoning Clusters for the WJ, WJ Standard Score Equivalents, WJ Case Study: Bradley, WJ Correction for Regression When Using Standard Scores, WJ Bibliography,** and **Technical Summary for the Scales of Independent Behavior.**

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Appendix I
Kansas Monitoring Standards for Specific Learning Disabilities Services

The following are suggested monitoring standards for use by LEAs and the SEA in establishing more definitive procedures for assessing the level of compliance with regulations governing Specific Learning Disabilities programs.

Kansas State Regulations for Special Education
"Specific Learning Disabilities" Defined

Standard	Criteria for Standard	Acceptable Documentation
K.A.R. 91-12-22		
"Specific learning disability" means a disorder in the ability to learn effectively with respect to one's own potential when presented with an appropriate regular instructional environment. The inability to learn effectively is manifested as a disorder in the ability to receive, organize, or express information relevant to school functioning, and is demonstrated by a significant discrepancy between aptitude and achievement in one or more of the following areas: Preacademic skills, oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematics calculation, and mathematics reasoning. This discrepancy shall not be primarily attributable to vision, hearing, or motor impairments; mental retardation; emotional disabilities; environmental, cultural, or economic disadvantage; or a history of an inconsistent education program.		
The discrepancy shall not be primarily attributable to:		
emotional disabilities;	Written verification which negates the presence of an emotional disability or behavior problem as the primary cause of a specific learning disability.	Individual evaluation reports or LD Team report or psychiatrist's report, if appropriate.
mental retardation;	A statement which rules out mental retardation as the primary cause of the discrepancy.	Psychologist report or LD Team report.
vision;	A statement verifying that vision is within norm limits (after correction, if appropriate).	A current vision screening report or a current vision exam report or LD Team report.
hearing;	A statement to verify that a handicap is not due to the lack of hearing acuity.	A current hearing screening report or a current hearing exam report or LD Team
motor impairment;	A statement to verify that a fine and/or gross perceptual motor handicap are not the results of a physical impairment	A current adaptive physical education report or a current medical evaluation or LD Team report.
environmental disadvantage; cultural difference;	A statement verifying the discrepancy is not due primarily to an environmental or cultural difference.	Preassessment report or LD Team Report.
or a history of an inconsistent education program.	Written verification that a handicap is not due to an inconsistent education program.	Preassessment report or LD Team Report.

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Standard	Criteria for Standard	Acceptable Documentation
K.A.R. 91-12-40(c) No child enrolled in regular education shall be identified as exceptional until the multidisciplinary team has documented the following:		
(1) That the child has been presented with learning experiences which are appropriate for the child's age and ability levels; and	A written statement of the learning experiences provided the child and written documentation that the experiences were appropriate for the child's age and ability level.	Preassessment report or LD Team report.
(2) that the child's potential for learning has not been achieved in that regular education environment.	Written documentation that the child's potential for learning has not been achieved.	Preassessment report or LD Team report.
K.A.R. 91-12-40(d) Comprehensive evaluation. Each local education agency shall initiate a comprehensive evaluation whenever screening, referral or lack of progress indicates that a child may be exceptional. No child shall be placed in special education prior to the completion of this evaluation. The following procedures shall be implemented.		
(1) All evaluation procedures shall be nondiscriminatory as prescribed in K.S.A. 72-963.		
(A) When any child is from a home in which English is not the principal language, the local education agency shall determine the language best understood by the child. The comprehensive evaluation or access to special education services shall not be postponed solely because that child cannot communicate effectively in English.	A written statement of the language best understood by the student.	LD Team report.
(B) If any child has sensory, motor, or speaking impairments, tests shall assess whatever factor the test purports to measure rather than reflect that child's impaired communication skills.	Written documentation of any sensory, motor or speaking impairment and the tests and procedures used to test the child.	LD Team report.
(2) The comprehensive evaluation shall be multidisciplinary and multisourced. No child shall be placed in special education on the basis of a single evaluation procedure, instrument or measure.	Written documentation that persons from multiple disciplines and information from multiple sources were used in the evaluation.	LD Team report.
(3) If any child is suspected of having specific learning disabilities, the provisions of K.A.R. 91-12-58 shall be followed.	See K.A.R. 91-12-58 below.	See K.A.R. 91-12-58 below.
(4) Any test or other evaluation material used as a part of any comprehensive evaluation shall have been validated for the specific purpose for which the test or other material is used and shall be administered in conformance with the instructions provided by the producer of the test or material.	Written list of tests and other evaluation material used.	LD Team report.

Standard	Criteria for Standard	Acceptable Documentation
(2) Any child whose intellectual functioning is more than two standard deviations below the mean of the standardized, individual test of intellectual functioning administered to the child shall not be identified as learning disabled. A total or full-scale score shall be used in applying the intellectual criterion. If the measured intellectual functioning of a child does not meet this criterion, but the results of the test are suspect and the child's level of intellectual functioning is believed to be within the stated criterion, the individual responsible for assessing intellectual functioning shall state in writing the specific data which support that supposition.	A statement in the evaluation report which analyzes the child's intellectual functioning. A full-scale IQ test of at least 70 (on the Wechsler Scale or 68 on the Binet IV) must be reported. If the IQ is less than 70 the psychologist must report data which would indicate the child is potentially above 70 IQ.	Psychologist report or LD Team report.
(3) At least one evaluation team member, other than the child's regular teacher shall observe the child's academic performance in the regular classroom setting. In the case of a preschool age or out-of-school child, the observations shall be made in an age-appropriate environment. Observations concerning the child's behavior and learning shall be recorded. The individual responsible for the observation shall be trained to use observation as a diagnostic procedure.	The name and title of the individual who made the observation(s) and date and place of observation. Inquiry must be made as to individual's observation training.	Observation report or LD Team report.
(4) In determining whether a significant discrepancy exists, the team shall employ procedures that use a standard score comparison in which current achievement and aptitude scores are converted to the same standard score scale so they can be directly compared. The results of the comparison shall be considered in combination with other identification factors.	The report must analyze the significant discrepancy. It must indicate the results and the assessments used to determine the existence of a significant discrepancy between achievement and intellectual functioning.	LD Team report or Standard Documentation of a Severe Discrepancy Form.
(5) In cases where significant discrepancy criteria have not been met, but the multidisciplinary team believes there is a significant discrepancy, the team shall state, in writing, the assessment procedures used, the assessment results, the criteria applied to judge the importance of any difference between expected and current achievement, and its reasons for believing that a severe discrepancy is present that is not correctable without the provision of special education.	A written statement analyzing the criteria applied to judge that a discrepancy exists beyond stated requirements. A statement verifying the necessity for special education.	LD Team report or Nonstandard Documentation of Severe Discrepancy Form.
(6) The multidisciplinary team shall prepare a written report of the results of each evaluation which shall include the following:	A written report.	LD Team report.
(A) Whether the child has been provided with learning experiences in an environment which is appropriate for the child's age and ability levels, and that the child has failed to learn in that environment;	Refer to standards under K.A.R. 91-12-40(a)	Preassessment report and LD Team report.
(B) Whether the child has a specific learning disability as evidenced by a significant discrepancy between achievement and aptitude;	The written report must analyze the significant discrepancy between intellectual ability and measured achievement. The discrepancy must exist in one or more of the areas listed.	LD Team report.

Standard	Criteria for Standard	Acceptable Documentation
(5) Any test used as a part of any comprehensive evaluation shall be administered by a professional holding current certification or licensure to administer and interpret that test. Public school psychological evaluations shall be carried out only by an approved school psychologist certified by the Kansas state department of education or by an appropriately trained psychologist certified by the Kansas behavioral sciences regulatory board and reported to the Kansas state department of health.	All persons who administered tests listed or identified on test protocols.	Student file or LD Team report.
(6) The special education administrator of each local education agency shall certify that each child eligible for special education placement has had an appropriate and complete evaluation.	Signature of administrator or designated representative.	LD Team report.
(7) After any child has been assessed in all areas related to a suspected disability, that child's evaluation team shall meet to determine whether the evaluation results indicate that the child needs special education services. The child's parents shall have the opportunity to attend this meeting or to have their opinions expressed by a member of the team.	Written notification sent to parents and written record of attempts to notify parents.	Student files.
If an evaluation team recommends a child for special education services, the evaluation results shall be made available for use in developing the individualized education program.	Evaluation results in student files.	Student files or LD Team report.
In no case shall the decision to place a child in special education be made solely by one person, even though this person may have considered the data collected by all members of the evaluation team.	Summary of evaluation results on IEP and signatures of team members on IEP.	IEP.
(8) Each comprehensive evaluation shall be completed as soon as possible following the referral.	Dated referral and evaluation forms/reports.	Referral form and LD Team report.
K.A.R. 91-12-58		
(a) Identification		
In addition to the requirements of K.A.R. 91-12-40, each local education agency shall include the following in their procedures for identifying learning disabled children:		
(1) If a specific learning disability is suspected, a teacher endorsed by the state board to teach learning disabled children shall be included on the multidisciplinary team.	Name and title of a learning disabilities teacher.	LD Team report.
Each child's regular teacher or a regular teacher qualified to teach a child of that age also shall be included on the evaluation team.	Name and assignment of regular education teacher.	LD Team report.

Standard	Criteria for Standard	Acceptable Documentation
(C) The relevant behavior noted during the observation of the child;	A statement by observer of characteristics of relevant behavior and its relationship to the child's academic functioning. Refer to standard #3 also.	LD Team report and Observation report.
(D) The relationship of that behavior to the child's academic functioning;	See above.	See above.
(E) The determination of the team concerning the effects of environmental, cultural, or economic disadvantage;	A statement describing the effects of environmental, cultural or economic differences.	LD Team report.
(F) Any educationally-relevant medical findings;	A statement of educationally relevant medical findings, if any, with name and title of source.	LD Team report.
(G) Whether the child has a specific learning disability which is not correctable without special education or related services or both; and	Written statement.	LD Team report.
(H) A written statement for each evaluation team member certifying that the report reflects that member's conclusions. If it does not, the team member shall submit a separate, written statement presenting the member's conclusions. This statement shall be included in the team report.	Each LD Team member's signature.	LD Team report.

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Approved 5/10/88

GOALS FOR FY 1989 KANSAS STATE BOARD OF EDUCATION

The following improvement and development goals are adopted from *A Three-Year Plan -- Fiscal Years 1989-1991* and the *State Department of Education Plan for Implementing the FY 1989 Goals:*

The State Board and Department of Education will endeavor —

IMPROVEMENT GOALS

A 1.0 — To develop, strengthen, and extend state systems which support excellence in the curriculum and instruction programs of local education agencies

A 2.0 — To develop, strengthen, and extend excellence in vocational and career education programs and improve transitions within and among education and training systems and institutions

A 3.0 — To support and extend excellence in the preservice and inservice training of educational personnel

A 4.0 — To provide leadership in the use of information technologies for improving and extending educational programs

A 5.0 — To continue efforts to overcome barriers which limit the educational development of special populations not currently achieving their potential

A 6.0 — To work with school districts, state institutions, parents, and other citizens in extending support and financing for Kansas schools

DEVELOPMENT GOALS

B 1.0 — To identify the learning needs of populations not currently being served by schools and assess the feasibility of extended programs in local communities

B 2.0 — To improve and extend support for vocational and career education programs

B 3.0 — To conduct a study for developing a performance-based measure for the evaluation of teacher/administrator training programs and certification

B 4.0 — To demonstrate the use of information technologies by extending opportunities for networking and developing alternative learning systems

B 5.0 — To develop affirmative programs for overcoming past barriers for equal opportunity on the basis of race, sex, national origin, geographic location, age, socioeconomic status, or handicapping condition

B 6.0 — To identify methods of increasing resources for local schools and education programs

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